DOCUMENT RESUME

ED 248 837 IR 011 286

AUTHOR Feasley, Charles E., Comp.
TITLE Distance Education: Collected ERIC Abstracts.
PUB DATE Feb 84
NOTE 81p.; Print is marginally legible.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Abstracts; Annotated Bibliographies; *Correspondence Study; Databases; *Delivery Systems; *Distance Education; Information Sources; Instructional Materials; *Open Universities; *Program Descriptions; *Teaching Methods
IDENTIFIERS *ERIC

ABSTRACT

This collection of 219 ERIC "ED" (non-journal) abstracts was compiled through systematic, free-text computer searches of "all related" ERIC documents, which were conducted for the preparation of a 1983 research report entitled "Serving Learners at a Distance." The ERIC identifiers "distance education" (now a descriptor) and "distance teaching" were used, as well as such descriptors as "correspondence study" and "open universities." Citations are listed in approximate numerical order and extend from ED 003 638 through ED 230 359. The records describe reports on programs at distance teaching institutions, on distance education in general, and such specific topics as the implications of open learning for independent study, evaluation of distance education, using teleconferencing in postsecondary organizations, using mass media for learning, and counseling the distance learner. (Author/LMM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[X] This document has been reproduced as received from the person or organization originating it.
[ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED248837

DISTANCE EDUCATION:

COLLECTED ERIC ABSTRACTS

Compiled by Charles E. Feasley

Stillwater, Oklahoma: 1984

IR 011 286

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles E. Feasley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

Through a network of 16 clearinghouses, the Educational Resources Information Center (U.S. Department of Education, Washington, D.C. 20208) publishes (1) a monthly index and compilation of abstracts of journal articles (Current Index to Journals in Education, with EJ numbers) and (2) a monthly volume of abstracts and index on non-journal documents including many unpublished items (Resources in Education, with ED numbers). Prior to the preparation of my research report, Serving Learners at a Distance, for the ERIC Clearinghouse on Higher Education (1983) I was supplied with a computer printout of "all related" ERIC abstracts. Some Independent Study Division members of the National University Continuing Education Association in the U.S. have suggested that this information be shared with others. That is the purpose of this working document.

It has been confirmed with the ERIC staff that there is no problem in making multiple copies of the abstracts. While distance education and distance teaching are identifier terms that can be used in free-text computer searches or the printed ERIC indexes, computer searches which rely on descriptors only must use terms such as correspondence study and open universities. Thus, a collection of 219 different ERIC "ED" abstracts on distance education has been compiled through systematic and random searches. These are contained on one-sided pages in a rough numerical order. Some of the abstracts are of historical value rather than practical application.

The assistance of Glennys Payne, Jeff Hall, and Jill Holmes of Oklahoma State University is greatly appreciated.

Charles E. Feasley February 1984 Stillwater, Oklahoma

ED003638 56
TELEVISION JUNIOR COLLEGE IN OREGON. PRELIMINARY REPORT 1.
KELMAN, ALFRED R.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
25APR62 102P.
Report No.: NDEA-VIIA-107-1
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
THE BROAD STRUCTURE OF STUDIES IN THE USE OF EDUCATIONAL TELEVISION FOR MEETING THE GROWING NEEDS OF JUNIOR COLLEGE PROGRAMS IN THE STATE OF OREGON WAS DESCRIBED. THE TELEVISION COURSE OUTLINE WAS DESCRIBED AND REASONS GIVEN FOR STUDENT ENROLLMENT IN THE COLLEGE OF THE AIR PROGRAM. AN INDEPENDENT PROGRAM OF HIGHER EDUCATION THROUGH INSTRUCTIONAL TELEVISION WAS CONSIDERED NOT FEASIBLE. HOWEVER, COURSE INTEGRATION OF THE TELEVISION SERIES INTO EXISTING EVENING EXTENSION OPERATIONS APPEARED TO BE A SOLUTION. FUTURE AREAS OF STUDY WERE INCLUDED. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (JC)
Descriptors: Educational Needs/ *Educational Television/ Evening Programs/ Extension Education/ Higher Education/ *Junior Colleges/ Mass Media/ *Television/ *Television Curriculum/ Television Research/ Television Surveys
Identifiers: COLLEGE OF THE AIR/ CORVALLIS/ EUGENE/ MONMOUTH / OREGON/ PORTLAND

ED003637 56
TELEVISION JUNIOR COLLEGE IN OREGON, 1959-63. FINAL REPORT.
MORRIS, JAMES M.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
01MAY64 30P.
Report No.: NDEA-VIIA-107
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
EMPHASIS OF THIS TELECOURSE PROJECT WAS DIRECTED TOWARD AN EXAMINATION OF THE FEASIBILITY OF TELEVISED INSTRUCTION TO MEET EDUCATIONAL NEEDS AT THE JUNIOR COLLEGE LEVEL. EVIDENCE WAS SOUGHT ON THE NEED FOR INSTRUCTIONAL TELEVISION AT THE NONRESIDENT, COLLEGE-CREDIT LEVEL (ESPECIALLY FOR RECENT HIGH SCHOOL GRADUATES NOT ABLE TO ENROLL ON A COLLEGE CAMPUS). THIS REPORT, ON THE COLLEGE OF THE AIR, (1) PRESENTED THE PROCEDURES EMPLOYED, (2) LISTED THE FACULTY, PRODUCTION STAFF, AND COURSE OFFERINGS OF THE PROJECT, (3) DESCRIBED THE PROMOTIONAL METHODS AND RESEARCH PROCEDURES, AND (4) LISTED THE RESEARCH EXPENDITURES. PROBLEMS OF RESISTANCE TO ETV WERE GENERALLY DISCUSSED AND CONCLUDED TO BE RICH IN STUDY POTENTIAL. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (JC)
Descriptors: Educational Needs/ Educational Television/ *Extension Education/ Higher Education/ High School Graduates/ *Junior Colleges/ Mass Media/ *Television/ *Television Curriculum/ Television Research
Identifiers: COLLEGE OF THE AIR/ CORVALLIS/ EUGENE/ MONMOUTH / OREGON/ PORTLAND

BEST COPY AVAILABLE

ED 016 924 AC 002 005

EVERLY, JACK C.

CONTINUING EDUCATION INSTRUCTION VIA THE MASS MEDIA. PAPER PRESENTED AT THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH (CHICAGO, FEB 11-13, 1968).

ILLINOIS UNIV., URBANA

PUB DATE 68

EDRS PRICE MF-$0.25 HC-$0.52 11P.

DESCRIPTORS *ADULT EDUCATION PROGRAMS, *EDUCATIONAL METHODS, *MASS MEDIA, *MEDIA RESEARCH, COMMERCIAL TELEVISION, COMMUNITY PROGRAMS, COURSE CONTENT, EDUCATIONAL TELEVISION, FEEDBACK, FINANCIAL SUPPORT, GENERAL EDUCATION, GROUP INSTRUCTION, HIGHER EDUCATION, INDIVIDUAL INSTRUCTION, INFORMATION DISSEMINATION, LISTENING GROUPS, MOTIVATION, NETWORKS, PERTICIPANT INVOLVEMENT, PROFESSIONAL CONTINUING EDUCATION, PROGRAM COSTS, PUBLICATIONS, QUALITY CONTROL, RADIO, SKILL DEVELOPMENT, TELEVISED INSTRUCTION, TESTS.

BETWEEN JANUARY 1962 AND JULY 1967, 164 INSTITUTIONS IN 44 STATES OFFERED, VIA MASS MEDIA, 1,244 CONTINUING EDUCATION COURSES TO 1,685,058 PERSONS. TELEVISION WAS THE MOST WIDELY USED MEDIUM, WITH MOST GENERAL SUBJECTS AIRED OVER COMMERCIAL STATIONS. WHEN DIALOGUE BETWEEN PARTICIPANT AND INSTRUCTOR WAS NEEDED, THE TWO-WAY RADIO CONFERENCE WAS USED. OF THE PRINTED MEDIA, MAGAZINES INVOLVED THE LARGEST GROUP OF PARTICIPANTS. TEACHING METHODS VARIED--INDIVIDUAL METHODS DOMINATED TELEVISION COURSES, MOST RADIO COURSES USED GROUP METHODS, AND NEWSPAPERS, MAGAZINES, AND DIRECT MAIL WERE USED IN SOME GROUP-STRUCTURED EFFORTS. GROUP INSTRUCTION WAS BEST ACCOMPLISHED WITHIN AN ESTABLISHED ORGANIZATION WHICH INCORPORATED THE COURSE INTO ITS PROGRAM. COMMUNITIES SUSTAINED ORGANIZED TELEVISION EDUCATION ONLY WHEN CONSISTENT AND EXTENSIVE RESOURCES WERE ALLOCATED, AS IN THE ST. LOUIS METROPLEX ASSEMBLY. THE DOMINANT PURPOSE FOR CONTINUING EDUCATION VIA MASS MEDIA WAS THE ACQUISITION OF INFORMATION, PARTICULARLY THROUGH GENERAL EDUCATION COURSES OFFERED BY UNIVERSITIES. PARTICIPANTS FAVORED PROFESSIONAL OR VOCATIONAL-CENTERED COURSES. PROFESSIONAL HEALTH SCIENCE WAS ENGROSSED IN SKILL-ORIENTED COURSES, WHILE VOLUNTEER GROUPS WERE INTERESTED IN THE APPLICATION OF KNOWLEDGE. (THIS PAPER, BASED ON THE AUTHOR'S UNPUBLISHED PH.D. THESIS (UNIVERSITY OF ILLINOIS, 1968), WAS PRESENTED AT THE NATIONAL SEMINAR ON ADULT EDUCATION RESEARCH, CHICAGO, FEBRUARY 12, 1968) (AJ)

ED 031 631 AC 004 692

Brunsworth, Robert B.

How to Study a Correspondence Course.

Massachusetts State Board of Education, Boston.

Pub Date Feb 67

Note—22p.

EDRS Price MF-$0.25 HC-$1.20

Descriptors—Adult Learning, *Correspondence Study, Memorizing, Reading Skills, Student Evaluation, *Study Guides, *Study Habits, Testing

The guide to correspondence study presents suggestions for good study habits and techniques, and for examinations. Discussion of how adults learn is followed by information on necessary equipment, memorization, reading improvement, use of the study guide, submitting lessons, and grading of lessons. The section on final examinations includes discussion of preparation and writing of essays and objective type examinations. (pc)

ED 016 925 AC 002 006

DONEHOWER, GRACE M.

VARIABLES ASSOCIATED WITH CORRESPONDENCE STUDY, A STUDY TO TEST TWELVE HYPOTHESES.

NEVADA UNIV., RENO, CORRESPONDENCE DIV.

PUB DATE JAN 68

EDRS PRICE MF-$0.25 HC-$1.20 28P.

DESCRIPTORS *CORRESPONDENCE STUDY, *DISTANCE, *PARTICIPANT CHARACTERISTICS, *UNIVERSITY EXTENSION, ACADEMIC ACHIEVEMENT, AGE DIFFERENCES, DROPOUT RATES, EDUCATIONAL BACKGROUND, MOTIVATION, NEVADA, PERSISTENCE, RESEARCH, SEX DIFFERENCES, STATISTICAL DATA, UNIVERSITY OF NEVADA.

THE PURPOSE OF THIS 1963-65 UNIVERSITY OF NEVADA STUDY WAS TO DETERMINE IF RELATIONSHIPS EXISTED BETWEEN THE DEGREE OF SUCCESS IN COLLEGE LEVEL COURSES AND SUCH CORRESPONDENCE STUDENT VARIABLES AS AGE, SEX, ACHIEVEMENT, COMPLETION, WITHDRAWAL, REASON FOR ENROLLING, DISTANCE FROM THE CORRESPONDENCE CENTER, PREVIOUS EDUCATION, AND THE TIME ELAPSED BETWEEN ENROLLMENT AND THE SUBMISSION OF THE FIRST ASSIGNMENT. THE SUBJECTS, 410 MALE AND 495 FEMALE STUDENTS RANGING IN AGE FROM 16 TO 72 BUT WITH OVER HALF AGED 29 OR UNDER, CAME LARGELY FROM NEVADA. SIGNIFICANT RELATIONSHIPS WERE FOUND BETWEEN COMPLETION RATES AND THE VARIABLES OF TIME LAPSE BEFORE SUBMISSION OF THE FIRST LESSON, DISTANCE FROM THE CENTER, PREVIOUS EDUCATION, AND THE REASON FOR ENROLLING, AND BETWEEN THE TIME REQUIRED FOR COURSE COMPLETION AND THE REASON FOR ENROLLING, BUT NOT BETWEEN COMPLETION TIME AND DISTANCE OR BETWEEN ACHIEVEMENT AND THE VARIABLES OF AGE, SEX, AND COURSE COMPLETION TIME. FINDINGS SUGGEST A NEED TO ENCOURAGE PROMPT SUBMISSION OF LESSONS, GIVE SPECIAL GUIDANCE AND MORAL SUPPORT TO YOUNGER, LESS EXPERIENCED STUDENTS AND TO MALE STUDENTS, AND REVIEW PROCEDURES REGARDING THE RATE OF SUBMITTING LESSONS AND THE MINIMUM TIME ALLOWED FOR COURSE COMPLETION, AS WELL AS TO CONDUCT FURTHER RESEARCH AND IMPROVE INFORMATION DISSEMINATION. (THE DOCUMENT INCLUDES FIVE REFERENCES AND SEVEN TABLES.) (LY)

ED 031 632 AC 004 693

Brunsworth, Robert B.

How to Teach a Correspondence Course.

Massachusetts State Board of Education, Boston.

Pub Date May 69

Note—44p.

EDRS Price MF-$0.25 HC-$2.30

Descriptors—*Correspondence Courses, *Student Characteristics, *Student Evaluation, Student Records, Student Teacher Relationship, *Teaching Guides, *Teaching Techniques

A teaching guide for correspondence teachers in the Massachusetts public school system provides information on available tools (teaching manuals, textbooks, study guides, and office supplies), on scheduling, grading, and keeping records, on characteristics of the correspondence student, and on teaching techniques and communication with the student. The appendix includes sample tools with comments, messages, blank forms, and sample teaching comments. (eb)

ED 031 633 AC 004 694

Brunsworth, Robert B.

Handbook for Authors of Correspondence Course Study Guides.

Massachusetts State Board of Education, Boston.

Pub Date Jun 68

Note—84p., Revised from November 1965.

EDRS Price MF-$0.25 HC-$2.80

Descriptors—*Correspondence Courses, Guidelines, *Study Guides, Textbooks, *Writing

Prepared as an aid for prospective authors of study guides for correspondence study, this handbook provides information about the correspondence student, distinctive characteristics of correspondence courses, selection of textbooks, the structure of the study guide, tips for effective style and preparation of examinations. The appendix contains sample pages illustrating cover pages, introductions, study notes and discussion materials, and excerpts from lesson reports. (pt)

ED 047 163 AA 000 656

Mathieson, David E.

Correspondence Study; A Summary Review of the Research and Development Literature.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date Mar 71

Note—108p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Accreditation (Institutions), Achievement, Adult Education, Annotated Bibliographies, Attendance, Audiovisual Aids, *Correspondence Study, Educational Methods, Educational Philosophy, Military Personnel, Program Design, Programed Instruction, *Research, Secondary Education, Student Characteristics, University Extension

Beginning with a historical review of private correspondence schools, supervised high school level programs, military programs (notable the United States Armed Forces Institute), and activities by such university extension luminaries as William Rainey Harper and W. H. Lighty, this literature review covers accreditation and licensing problems, general characteristics of students, educational methods and course design, patterns of student achievement and completion, and innovations in correspondence methodology. Limitations affecting the effective use of correspondence study are assessed, along with the instructor role, steps in planning course content and materials, and the structuring of assignments and instructor response (feedback). Expected trends in the use of programed instruction, broadcast media, films and other audiovisual resources, small groups, special degree programs, and arrangements for course credits and degrees through examinations, are also suggested. Annotated chapter bibliographies contain 164 references. (LY)

ED 031 637 AC 004 860

Glatter, Ronald Subramanian, S.

Study by Correspondence; An Enquiry Into Correspondence Study for Examinations for Degrees and Other Advanced Qualifications, Carried Out Under the Direction of Professor E.G. Wedell.

Manchester Univ. (England). Dept. of Adult Education.

Pub Date 69

Note—392p.; Three volumes

EDRS Price MF-$1.50 HC Not Available from EDRS.

Descriptors—Adult Dropouts, Bibliographies, Comparative Education, *Correspondence Study, *Degrees (Titles), *Educational Certificates, Enrollment, *Longitudinal Studies, Motivation, Participant Satisfaction, Performance, Persistence, Statistical Data, Student Characteristics, Student Problems, *Surveys, Units of Study (Subject Fields)

Identifiers—Europe, *Great Britain

This study centered on the extent of adult correspondence study in Great Britain, student objectives, and reasons for success or failure in study for the General Certificate of Education, higher degrees, and other advanced qualifications. Enrollment questionnaires from 13,304 students, and 2,090 responses to a retrospective survey, were used. These were among the conclusions: (1) most students are from highly urbanized areas; (2) job advancement is the chief motive; (3) the correspondence method tends to be freely chosen over other available methods; (4) attrition, highest in the early stages of a course, usually stems from general difficulties of part-time study; (5) oral tuition is more successful than the correspondence method in maintaining student interest and incentive. (Also included are a bibliography, research review, statistical appendixes, notes on questionnaire scoring and on enrollment records, a pilot study on preparation of students for an accounting examination, and surveys of correspondence education in seven European countries.) [Not available in hardcopy because of marginal legibility of original document.] (ly)

BEST COPY AVAILABLE

Jioia, Joseph. The Newspaper: A Vehicle for Delivery of College Courses. Palos Hills, Ill.: Moraine Valley Community College, 1974. 8p. ED 088 538.

During the fall semester of 1973 Moraine Valley Community College offered a course in post-Civil War U. S. history through a local newspaper. One instructional unit was presented each week for 13 weeks in the newspaper, and the final exam was offered on campus. Weekly units included behavioral objectives, historical interpretation, self-tests, and bibliographies. Evaluation questionnaires revealed that 63 percent of those who finished the course were women, over 50 percent of whom were over 30 years old. Over half indicated that an important reason for taking the course was their inability to attend classes on campus.

ED041214 AC008168
New Perspectives in Correspondence Study in Europe.
Peters, Otto
May 69 19p.; Paper submitted to the 8th conference of the International Council on Correspondence Education, Paris, May 1969
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
New developments and the future of correspondence teaching and correspondence education in Europe are discussed in this document. A questionnaire was used to gather information about changes which have taken place or future changes envisaged by correspondence school managers. It revealed that important developments included the introduction of correspondence study methods into the universities and colleges of the East European countries; and increased use of innovative teaching methods-- programed instruction, computers, experiments with TV, radio, and integrated discussion groups. Uncertainty was expressed regarding the future of correspondence instruction because of interest of big firms and American corporations, and the trend towards centralization and concentration. For the future the writer foresaw accredited and efficient correspondence schools cooperating in many ways with universities and colleges, ministries of education and other state institutions, broadcasting corporations, and educational sciences. The cooperation would take many organizational forms that would cross interstate and national boundaries. Projects would make use of latest technological developments in their respective disciplines and the work would be guided by theories of distance and mass instruction. (PT)

BEST COPY AVAILABLE

ED112766 HE006767

Implications of Open Learning for Independent Study.

Wedemeyer, Charles A.

15 May 75 27p.; Paper presented at the ICCE Conference (10th, Brighton, United Kingdom, May 15, 1975)

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

Open learning is the act or process of acquiring knowledge or a skill that is accessible and available, not confined or concealed, and that implies a continuum of access and opportunity. All open schools have one thing in common: they are to a greater or lesser extent efforts to expand the freedoms of learners. The trend towards open forms of learning cannot be separated from the extraordinary efforts in our times to create, if not a new America or a new humanity, at least better situations out of which an improved human condition may evolve. But the open learning trend is also related to a number of other phenomena--social, economic, political, technological, demographic, and educational, which has important implications for standard, conventional education, as well as for independent study. The implications seem to be significant in seven areas: mission; operations; student body; academic, curriculum, instruction, learning and reward system; access; diffusion and communications systems; and institutional support. The open learning trend is the child of independent study. It affects its parents in significant ways. This child, in fact, may win the acceptance so long denied to its parents. (Author/KE)

Descriptors: *Adult Education/ Correspondence Study/ *Educational Alternatives/ Educational Innovation/ Educational Objectives/ *Independent Study/ *Open Education/ *Post Secondary Education

Identifiers: *Open Learning

ED111444 JC750462

A Followup Report on the Attitudes and Preferences of Those Students Enrolled in the Televised Course, Child Psychology, at Waubonsee Community College, Sugar Grove, Illinois.

Frazer, Gary W.

Waubonsee Community Coll., Sugar Grove, Ill.

May 75 44p.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage

One manifestation of the concept of individualized instruction has been the rediscovery of television as a useful tool. In order to identify student attitudes toward a televised child psychology course and assess the quality and rigorousness of the course, a questionnaire was developed and administered to students who watched the course at home on cable television and to those who individually viewed the course at their own pace in the college Learning Resource Center. Students seemed to favor the flexibility of the televised programs in the library to the structured viewing approach over cable television. Over half of those who responded indicated that the amount of work required was about the same as that of other courses, but the degree of pressure was perceived as about the same or less. Almost 75 percent of those using only the library indicated that they learned the same of less than in other courses, while 65 percent of cable users indicated that they learned the same or more; this is perhaps due to a difference between the perception of the full-time student. Failure to complete the course seemed less attributable to course difficulty than to other, outside pressures on the student. Recommendations are made, and the questionnaire is appended, along with 16 tables of the findings. (NHM)

Descriptors: *Cable Television/ Child Psychology/ *Closed Circuit Television/ College Curriculum/ *Course Evaluation/ Educational Alternatives/ Educational Television/ Individualized Instruction/ *Junior Colleges/ *Participant Satisfaction/ Questionnaires/ Student Attitudes/ Student Opinion/ Tables (Data)/ Telecourses

Identifiers: *Waubonsee Community College

BEST COPY AVAILABLE

ED115309 IR002862

Evaluation of Distance Education.

Dahllof, Urban; Willen, Birgitta

Office of the Chancellor of the Swedish Universities, Stockholm.

1975 10p.; Information on research and development in post-secondary education

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEAPR76

Independent study or distance education courses were established in 1973 at five universities in Sweden. Evaluation of the project was planned to include: (1) a description of the student population, (2) a study of the students' use of and attitudes toward distance-bridging aids such as examinations and methods of instruction, (3) a special study of the students' geographical spread, (4) a study of the effects of the admission rules, (5) analysis of dropouts, (6) interviews with the teachers, and (7) an analysis of prospective student inquiries. Twelve additional Swedish reports and three English reports are cited. (Author/DS)

Descriptors: *Adult Education; *Correspondence Study; Course Evaluation; Higher Education; Independent Study; Program Evaluation; Teaching Methods; Telephone Instruction

Identifiers: *Distance Education; Sweden

ED114120 IR002757

Two-Way Communication in Distance Education; an Evaluation of Various Modes.

Flinck, Rune

Lund Univ. (Sweden). Dept. of Education.

1975 17p.; Pedagogical Bulletin, 1975-2

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEMAR76

A three-year study of two-way communication in correspondence education was conducted at the University of Lund in Sweden. Data were collected for three experimental series concerning: (1) the assignment for submission, (2) systematic telephone tutoring, (3) corespondence study combined with group meetings. Series One was a study of the structure of postal two-way communication; answers were sent to the school, corrected, and returned to the student. Series Two investigated the possibility of reinforcing the postal two-way communication with the aid of telecommunication, so the tutor systematically called the student after the lesson had been corrected and returned. In an effort to avoid the isolation of home correspondence study, students in Series Three participated in group meetings. Final results from the project will be published at a later date. Twelve references are cited. (Author/DS)

Descriptors: *Adult Education; *Correspondence Study; Dial Access Information Systems; *Feasibility Studies; Higher Education; *Teaching Methods; *Telephone Instruction; Tutoring ; Use Studies

Identifiers: *Sweden

BEST COPY AVAILABLE

ED 119 659 IR 003 122

Bates, A. W.

Guidelines to Counselors and Tutors on Use of Broadcasts.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 2 Apr 73

Note—16p.; Internal Memorandum

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—College Students, Counselor Functions, Counselors, *Educational Radio, *Educational Television, *External Degree Programs, Guidelines, Higher Education, Learning Difficulties, *Student Attitudes, Study Guides, *Study Habits, Tutors

Identifiers—*Open University

At the Open University of Great Britain, certain problems are created by the school's heavy reliance on radio and television broadcasts as a mode of instruction. Students have difficulty: 1) integrating the broadcast with the rest of the course; 2) recognizing the purpose of the broadcast; 3) knowing what to do with the results of the broadcast; 4) concentrating on the main teaching points; and 5) concentrating through the entire length of the program. Counselors and tutors should encourage students to read the broadcast notes before each program, to answer a set of analytical questions after each program, and to review the essential points of the program immediately after the broadcast. (EMH)

ED 119 660 IR 003 123

Bates, A. W.

Educational and Cost Comparisons Between Open-Network, Cable and Cassette Systems of Multi-Media Teaching.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 73

Note—30p.; Paper presented at the Mediorama for the Development of Industry and Labour (Blankenberge, Belgium, May 16-18, 1973); Open University, IET-16

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—Broadcast Industry, Cable Television, *Cost Effectiveness, Costs, *Decision Making, *Delivery Systems, Educational Radio, *Educational Television, Higher Education, *Models, Program Effectiveness, Systems Analysis, Video Cassette Systems, Video Equipment

Identifiers—*Open University

The Open University of Great Britain provides home-based instruction via broadcasts and correspondence. Since technical arguments for the superiority of open-network, cable, or cassette television systems are inconclusive, the university has been forced to develop a decision-making model to determine which system is the most cost effective. For each system the following characteristics must be considered: 1) student characteristics, 2) instructional characteristics, 3) flexibility, 4) available technology, and 5) type of evaluation. These characteristics must be weighed against the costs of the required development, production, transmission, distribution, software, and hardware. The resulting ratio of bundles of characteristics to cost will enable the Open University to select the system which most effectively resolves the institution's video-distribution problems. (EMH)

ED 119 661 IR 003 124

Rudcliffe, J. Bates, A. W.

Audio-Visual Communication in the University. Theme IV, The Open University and The BBC.

Open Univ., Walton, Bletchley, Bucks (England). Inst of Educational Technology.

Pub Date Sep 73

Note—20p.; Paper presented at Palais de Congres (Liege, Belgium, September 24-28, 1973); Open University, IET-18

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—College Students, Correspondence Courses, Costs, Delivery Systems, Educational Strategies, *Educational Television, *External Degree Programs, Higher Education, Instructional Design, Media Specialists, *Multimedia Instruction, Speeches

Identifiers—*Open University

The Open University of Great Britain provides home-based instruction to nearly 50,000 predominantly-working students via broadcasts and correspondence. Each unit of instruction consists of a combination of text, broadcasts, cassette recordings, assignments, and experiment kits. The per student cost of this delivery system is impressively low, especially when the large initial capital outlay is divided among large numbers of students. A professional production staff is necessary to maintain these low costs. For the student, broadcasters can act as organizers, synthesizers, pacers, study guides, role models, and recruiters. Professors have been required to master a variety of media techniques, although they are assisted in their course production by specialists trained in the proper mixing of multimedia presentations. (EMH)

ED 119 662 IR 003 125

Bates, A. W.

Problems of Learning from Television at a Distance.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 74

Note—8p.; Open University, IET-28

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—College Students, Curriculum Design, Curriculum Development, Educational Objectives, Educational Strategies, *Educational Television, *External Degree Programs, Higher Education, *Learning Difficulties, Multimedia Instruction, Programing (Broadcast)

Identifiers—*Open University

Very little is known about how students learn from television, particularly when television is used in conjunction with a prescribed set of written materials. At the Open University of Great Britain, classes have proliferated to the extent that it is not longer possible to broadcast one lecture to accompany each unit of instruction. To reduce air time broadcasts are sometimes restricted only to the presentation of partial arguments or to evidential material. Broadcast designers must clarify the distinction between learning objectives and teaching methods so that students clearly understand the relationship of the broadcasts to the written text and the course assignments. (EMH)

ED 119 663 IR 003 126

Gallagher, Margaret Marshall, J.

Broadcasting and the Need for Replay Facilities at the Open University.

Open Univ., Walton, Bletchley, Bucks (England). Inst of Educational Technology.

Pub Date Feb 75

Note—18p.; Open University, IET-41

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—College Students, *Delivery Systems, *Educational Television, External Degree Programs, Facility Planning, *Facility Utilization Research, Higher Education, *Multimedia Instruction, Pilot Projects, *Video Cassette Systems, Video Equipment, Video Tape Recordings

Identifiers—*Open University

The Open University of Great Britain relies heavily on broadcasting as a mode of instruction, but increased course offerings are making it impossible to broadcast each lesson more than once. To reach students unable to view the original broadcast, video cassette recorder systems were tested in six community study centers as part of a 1974 pilot study. Student use patterns, equipment reliability, and variations among the centers were monitored. By the end of the year, 258 playbacks had been attended by 496 students. It was concluded that, if small technical difficulties could be overcome and initial capital expenditures reduced, a central library of video cassettes could become part of the Open University of the future. (EMH)

ED 119 664 IR 003 127

Bates, A. W.

Student Use of Open University Broadcasting: A Survey of 10,537 Students Carried Out in November 1974.

Open Univ., Walton, Bletchley, Bucks (England). Inst of Educational Technology.

Pub Date 75

Note—204p.; Open University, IET Papers on Broadcasting No. 44

EDRS Price MF-$0.83 HC-$11.37 Plus Postage

Descriptors—College Students, Educational Programs, *Educational Radio, *Educational Television, *External Degree Programs, Higher Education, Multimedia Instruction, Participant Satisfaction, Programing (Broadcast), Questionnaires, *Student Opinion, Student Participation, Surveys, Tables (Data), *Television Surveys

Identifiers—*Open University

The Open University of Great Britain relies heavily on broadcasting as a mode of instruction. Because increased course offerings have made program scheduling a problem and because production costs have risen sharply, a survey was conducted to determine the use patterns of students so that the system's resources could be allocated in the most efficient manner possible. Nearly 13,000 of the school's 45,000 enrolled students were surveyed by mail. The response rate was high, and the results provided data on: 1) student viewing and listening time; 2) student ratings of broadcasts; and 3) factors influencing the viewing and listening times. These results facilitated a discussion of the best allocation of broadcast time. The text provides a detailed discussion of the survey design and tabular summaries of the data. (EMH)

ED 119 665 IR 003 128

Bates, A. W. Pugh, A. K.

Designing Multi-Media Courses for Individualized Study: The Open University Model and its Relevance to Conventional Universities.

Open Univ., Walton, Bletchley, Bucks (England). Inst of Educational Technology.

Pub Date 7 Jul 75

Note—13p.; Paper presented at Northern Universities Working Party for Co-operation in Educational Technology Meeting (Durham, England, July 7, 1975); Open University, IET External Degree Programs; *Media Selection, Course Objectives

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—College Curriculum, College Teachers, Course Objectives, *Curriculum Design, Curriculum Development, Educational Television, Experimental Curriculum, *External Degree Programs, Higher Education, *Individualized Instruction, Instructional Media, *Media Selection, Media Specialists, *Multimedia Instruction

Identifiers—*Open University

The Open University of Great Britain is an open-enrollment, home-based institution in which the majority of the instruction is conducted via broadcasts and correspondence. The student is required to interact with printed materials, broadcasts, tutors, counselors, assignments, cassette recordings, experiment kits, etc. The choice of media is intended to extend access to a broad audience and, at the same time, to be pedagogically sound. Since most students study individually, it is important that the different media elements of each lesson integrate well into the course structure. This integration can be facilitated by a course team approach in which the curriculum designers, media specialists, tutors, and instructors all work toward a predetermined set of educational objectives. (EMH)

BEST COPY AVAILABLE

ED 119 666 IR 003 129

Bates, A. W.

The British Open University: Decision-Oriented Research in Broadcasting.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 17 Nov 75

Note—15p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (Washington, D.C., November 17, 1975); Open University, IET Papers on Broadcasting No. 53

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—Decision Making, Educational Administration, Educational Radio, *Educational Research, Educational Television, *External Degree Programs, Higher Education, *Multimedia Instruction, Student Opinion, *Television Research, Viewing Time

Identifiers—*Open University

The Open University of Great Britain is an open-enrollment, home-based institution in which the majority of the instruction is conducted via broadcasts and correspondence. There are over 50,000 students enrolled in nearly 100 courses which require the transmission of 1,000 television and 1,000 radio broadcasts each year. Recently, research has been conducted to: 1) determine which programs are most successful, 2) provide information for research allocation decisions, and 3) determine which combination of resources produces the most effective multimedia presentation. A 1974 pre-stal survey of 1,200 students examined specific programs and attempted to measure the level at which educational objectives were met, the cost and the convenience of the broadcast strategy, and the effectiveness of the media mix. Such studies have resulted in alterations of the courses considered and have illustrated the value of research to decision-making in educational broadcasting. (EMH)

ED 119 667 IR 003 130

Gallagher, Margaret

Broadcast Evaluation Report Number One: Analysis M231.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology

Pub Date Aug 75

Note—47p.; Audio-Visual Media Research Group with Faculty of Mathematics

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*College Mathematics, College Students, *Course Evaluation, Educational Radio, *Educational Television, External Degree Programs, Higher Education, *Mathematics Instruction, Media Selection, *Multimedia Instruction, Study Habits, Surveys, Viewing Time

Identifiers—*Open University

The Open University of Great Britain is an open-enrollment, home-based institution in which the majority of instruction is conducted via broadcasts and correspondence. As part of an effort to measure the effectiveness of this program, 490 students in a course in mathematical analysis were surveyed to: 1) determine the amount of time students spent on each unit of instruction, 2) identify abnormally difficult sections of the curriculum, and 3) find sections of the curriculum which could be made optional. Details of the survey design and tabular results are provided. (EMH)

ED 119 668 IR 003 131

Gallagher, Margaret

Broadcast Evaluation Report Number Two: Cumbria Case Study, E221: TV3 R6.

Open Univ., Walton, Bletchley, Bucks (England) Inst. of Educational Technology

Pub Date Jun 75

Note—47p.; Audio-Visual Media Research Group

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—Broadcast Industry, College Students, Correspondence Courses, *Course Evaluation, Curriculum Development, Decision Making, Educational Policy, Educational Radio, *Educational Television, External Degree Programs, Higher Education, *Multimedia Instruction, *Participant Satisfaction, Programing (Broadcast), Surveys, Television Surveys, *Viewing Time

Identifiers—Open University

The Open University of Great Britain is an open-enrollment, home-based educational system in which the majority of the instruction is conducted via broadcasts and correspondence. One radio program, one television program, and the related readings from a course on decision-making in the British Education System were evaluated to see if they: 1) related to the course to which they were associated; 2) provided an experience which could not otherwise conveniently be presented; and 3) achieved a good blend of broadcast and written material. Using a mailed questionnaire and telephone interviews, a survey measured student viewing and listening time and participant satisfaction with the integration of the broadcasts, the guest speakers, the usefulness of the programs, and the entertainment value of the programs. When students were queried about the extent that they used the course literature to prepare for broadcast, it was shown that course materials were not used in the way they were intended. (EMH)

ED 119 669 IR 003 132

Bates, A. W.

Broadcast Evaluation Report Number Three: Instrumentation, T291: TV6.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date Feb 75

Note—42p.; Audio-Visual Media Research Group

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Course Evaluation, Educational Alternatives, *Educational Television, Electronic Control, *Electronics, External Degree Programs, Higher Education, Instructional Media, *Instrumentation, Student Attitudes, Technical Education

Identifiers—*Fourier Analysis, Great Britain, Open University, Transducer Response

A course in instrumentation offered through the British Open University included a television program which introduced and illustrated Fourier analysis and transducer response. The television component was evaluated using questionnaires, telephone interviews, and group discussions. The program was successful in that it demonstrated complicated operations which would be costly to provide by laboratory sessions and impossible to provide through home experiment kits. Some problems were encountered by students in relating Fourier synthesis and analysis to transducer response as presented by the television program. Other difficulties were encountered with program transmission schedules and distribution of textual materials to students. Students generally reacted favorably to the broadcast itself but felt that the broadcast notes were inadequate. (CH)

ED 119 670 IR 003 133

Gallagher, Margaret

Broadcast Evaluation Report Number Four: Industrial Chemistry Component 524: TV7 R3.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology

Pub Date Apr 75

Note—53p.; Audio-Visual Media Research Group

EDRS Price MF-$0.83 HC-$3.50 Plus Postage

Descriptors—Chemistry, *Chemistry Instruction, *Course Evaluation, Educational Alternatives, *Educational Radio, *Educational Television, External Degree Programs, Higher Education, Instructional Media, Programing (Broadcast), Student Attitudes, Technical Education

Identifiers—Great Britain, *Industrial Chemistry, Open University

The Institute of Educational Technology of the British Open University evaluated an Open University broadcast course in the chemistry of carbon compounds. Industrial chemistry was a separate but parallel component of the course which was presented by television and radio broadcast. Questionnaires, telephone interviews, and group discussions were used to evaluate the television and radio presentation of the industrial chemistry component. By the end of the course, students recognized the unit as worthwhile. The television program was viewed by most of the students, and they praised the production as clear and informative. The radio talk broadcast received some criticism and only about one-third of the students listened to it. Students who missed both the television and radio programs were twice as likely to fail or to withdraw from the course as students who missed neither. (CH)

ED 119 671 IR 003 134

Gallagher, Margaret

Broadcast Evaluation Report Number Eight: Decision-Making in British Education Systems -, "Caught in the Net", E221:R15.

Open Univ., Walton, Bletchley, Bucks (England) Inst. of Educational Technology.

Pub Date Jul 75

Note—40p.; Audio-Visual Media Research Group

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—*Course Evaluation, Decision Making Skills, Drama, *Educational Radio, External Degree Programs, Higher Education, Programing (Broadcast), Student Attitudes

Identifiers—Great Britain, Open University, *Radio Drama

A course in the management and administration of British public education systems offered through the British Open University included radio dramatizations which were accompanied by broadcast notes and a correspondence text. Radio 15, "Caught in the Net," was designed to dramatize a simple decision model involving human interaction. Evaluation of the program using questionnaires, interviews, and group discussions revealed that radio drama can provide an enjoyable and memorable learning experience for many students. Radio provides a low-cost and useful resource for presenting complex material, and the majority of the students in the evaluation approved its educational use. Criticisms of the course included dissatisfaction with the distractions of the entertainment element of the program, difficulty in identifying particular characters and allocating viewpoints to the character voices, unfavorable reactions to the time-consuming nature of this component, and general opposition to the use of drama for educational purposes. (CH)

ED 119 672 IR 003 135

Morgan, Robert P. Eastwood, Lester F., Jr.

Project on Application of Modern Communication Technologies to Educational Networking. Final Technical Report.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—18p.; Grant Duration, May 1, 1973-April 30, 1975

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—*Communications, Computer Assisted Instruction, Computer Oriented Programs, Cost Effectiveness, Educational Alternatives, Educational Research, Educational Technology, Educational Television, Higher Education, Information Networks, *Networks, *Research Projects, *Telecommunication

Identifiers—*Educational Networks

Research on this National Science Foundation grant to study the application of modern communications technology to educational networking was divided into three parts: assessment of the role of technology in non-traditional post-secondary education, assessment of communications technologies and educational services of current or potential future use in educational networks, and synthesis of educational networks. This final report focuses on work completed from July 1, 1974 to April 30, 1975. Four studies of technology in non-traditional higher education, two studies of communication technologies in educational networks, and two studies of synthesis of educational networks are summarized. The report is followed by a list of publications, reports, and theses. (CH)

BEST COPY AVAILABLE

ED125514# HE008114

Open Learning. Systems and Problems in Post-Secondary Education.

MacKenzie, Norman; And Others

United Nations Economic and Social Council, New York, N.Y.

1975 498p

Sponsoring Agency: Ford Foundation, New York, N.Y.

Available from: The UNESCO Press, 7 Place de Fontenoy, 75700 Paris, France ($21.45)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIENOV76

Examined are open learning systems in Australia, Canada, France, Federal Republic of Germany, Iran, Israel, Japan, Kenya, Lebanon, Poland, Union of Soviet Socialist Republics, United Kingdom, and the United States. The implications of open-learning and its relation to nontraditional student and continuing education, educational and social pressures on public and private universities, and communications technology are discussed. Additional topics discussed include: students; their situation and needs; research and evaluation; the curriculum and choice of media; the use of broadcasting; making the courses; the use and transfer of experience; effectiveness and costs; questions for planners; and the impact of open learning. (Author/KE)

Descriptors: Case Studies/ *Comparative Education/ Cost Effectiveness/ Curriculum/ Educational Benefits/ Educational Development/ Educational Media/ Educational Planning/ *External Degree Programs/ *Foreign Countries/ Higher Education/ *Individualized Programs/ Nontraditional Education/ *Open Education/ *Postsecondary Education/ Research

---

The Chicago City-Wide Institute of the City Colleges of Chicago. Unpublished paper, 1975. 43p. ED 124 227.

Describes the Chicago City-Wide Institute, a noncampus college established in 1974 as the ninth administrative unit of the City Colleges of Chicago. The basic mission of the Institute is to develop and operate programs at the college level for adults who cannot or choose not to go to a traditional college campus. The Open Learning Division serves minority and other nontraditional students utilizing self-paced media delivery systems and an open entry - open exit, competency-based format. The Division of Continuing Education and Community Services offers job-related courses, courses related to the handicapped, courses for older adults, public issues courses, and community education activities. The Center for Student Development provides counseling and assessment of life/work experiences for college credit.

ED127933 IR003896
Higher/Wider/Education; a Report on Open Learning.
Gross, Ronald
Ford Foundation, New York, N.Y.
Jun 1976 31p.
Available from: Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEJAN77

New forms of postsecondary education such as television colleges, contract learning programs, universities without walls, external degree programs, and education brokers have emerged to complement traditional adult and vocational education programs. New patterns and programs contribute to the open learning movement in higher education and offer major alternatives to traditional undergraduate instruction for many young and older students. Some of the undertakings of the Ford Foundation in this field include the University of Mid-America; the University Without Walls; Empire State College in New York; the New York Regents External Degree Program; the Regional Learning Service pioneering in education brokerage; and research projects in costs, evaluation, and dissemination of information about open learning experiences. (CH)

Descriptors: *Adult Education/ *Educational Innovation/ Educational Television/ Experimental Programs/ *Extension Education/ External Degree Programs/ Grants/ Higher Education/ Home Study/ Individualized Instruction/ Instructional Systems/ Open Education/ *Postsecondary Education/ Private Financial Support/ Regional Programs/ Television Research
Identifiers: *Ford Foundation

DIALOG File1: ERIC 66-78/JUN (Item 17 of 30) User4858 27jul78

ED126969 JC760422
Telecourses in Dallas: The First Three Years.
Agler, Linda S.; Linn, Travis B.
Dallas County Community Coll. District, Tex.
2 Aug 76 85p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Since telecourses were first offered in the Dallas County Community College District in the fall of 1972, consistent efforts have been made to evaluate their instructional effectiveness and the degree to which they satisfy the needs of enrolled students. This report presents a summary of the evaluation projects which were conducted during the first three years of the program. Administrative organization of the courses and telecourse design and development procedures are described, followed by summaries of the findings of student surveys for each course. The surveys elicited information on student characteristics, and student assessment of instructional techniques, administrative factors, and use of television as an instructional mode. Appendices include tables comparing enrollments and grade distributions for televised and nontelevised sections of the same courses; the questionnaires used in the various student surveys; the results of a study designed to determine reasons for student withdrawal from a particular telecourse; the results of a study designed to examine the success of English 101 telecourse students in English 102; and a comparison of the characteristics of telecourse students and on-campus students. (DC)

Descriptors: Academic Achievement/ Community Colleges/ *Course Evaluation/ *Educational Television/ Enrollment/ Grades (Scholastic)/ *Junior Colleges/ Student Characteristics / *Telecourses/ Withdrawal
Identifiers: Dallas County Community College District

BEST COPY AVAILABLE

Report to Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Fountain Valley, Calif.: Coastline Community College, 1976. 54p. ED 129 372.

Provides an overview of the function, structure, services, and staffing of Coastline Community College (CCC), a noncampus institution which opened in September 1976. Fiscal constraints prohibited site acquisition and construction for a new campus, but instructional and organizational alternatives and technolog allowed for the formation of a college without walls, whose campus is the community. CCC has assumed responsibility for all programs previously offered through the evening divisions of the two existing district colleges. Its curriculu is comprehensive; in addition to regular courses offered in a variety of settings, students have opportunities to participate in independent study, cooperative and work study programs, and on-the-job training.

DIALOG File1: ERIC 66-78/JUN (Item 77 of 172) User4858 27jul78

ED128030 JC760466
An Informal Report on Collegiate Successes with "The Adams Chronicles."
Goldsberry, Gary G.
Coastline Community Coll., Fountain Valley, Calif.
Sep 76 11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
In the spring of 1976, "The Adams Chronicles", a bicentennial television course developed by Coast Community College District and the University of California at San Diego, was distributed to colleges nationwide at no charge with the understanding that each college would return information regarding promotion, enrollment, and form of offering this course. This report presents some of the recruiting ideas and comments of persons involved in the offering of the course at ten selected colleges. Among the recruiting methods reported were distribution of brochures, advertisement in a course catalog, radio and newspaper advertising, and television promotion. Some of the reporting colleges charged tuition while others did not. Amount of college credit awarded varied from college to college. Also reported are the various schedules for presenting the course using either one or several television stations in the community in which the course was offered. (JDS)
Descriptors: College Credits/ *Educational Television/ Junior Colleges/ *Post Secondary Education/ Publicize/ *Student Enrollment/ *Student Recruitment/ *Telecourses
Identifiers: *Adams Chronicles

BEST COPY AVAIL

ED130868 JC770207
Evaluation of the English 101 Telecourse "Writing for a Reason."
Agler, Linda S.
Dallas County Community Coll. District, Tex.
Oct 76 98p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
A study was conducted to evaluate the effectiveness of an English composition telecourse in terms of skills and student attitudes and to compare its effectiveness with parallel classroom courses, to determine whether telecourse students constituted a distinct population, to obtain student evaluations of the two course methods, and to determine the reasons for the high rate of telecourse withdrawal. Pre- and post-test student compositions from random samples of classroom and telecourse students were evaluated by independent raters on eight criteria, and a semantic differential instrument was similarly utilized to assess attitudes toward writing self-concept, method of instruction and English. In addition, a Student Background Survey, grade distributions, and a survey of telecourse dropouts were utilized in the study design. Findings revealed significant improvement by both groups in composition skills, with telecourse students obtaining significantly higher scores in three areas; similar course grade distributions; similar improvement in writing self-concept, but more positive course attitudes among classroom students. "Personal problems" were most commonly cited by the 52% of the telecourse students who withdrew. Telecourse students were significantly different from on-campus students along several dimensions. (JDS)

ED130636# IR004168
Forum 76; a Modern Chautauqua. Proceedings of the National Conference on Open Learning and Nontraditional Study (3rd, Lincoln, Nebraska, June 15-17, 1976).
Cavert, C. Edward, Comp.
University of Mid-America, Lincoln, Nebr.
1976 203p.
Available from: Conference Director, University of Mid-America, P.O. Box 82006, Lincoln, Nebraska 68501 ($7.50; cassette audio tapes of most sessions are $5.00 per session)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PROCEEDINGS (021)
Journal Announcement: RIEMAR77
This third national conference on open learning and nontraditional study attempted to demonstrate cooperative efforts across the country and to show how open learning and nontraditional study relate to unified efforts to achieve common goals. Topics discussed at the conference included: (1) the national overview, (2) military training programs, (3) the future of open learning, (4) quality of instruction, (5) problems of isolated learners, (6) program evaluation, (7) adult development, (8) management, (9) planning and marketing, (10) the Public Broadcasting System, (11) the Public Service Satellite Consortium, (12) communications technology, (13) organizational patterns, (14) the federal role, (15) research, and (16) discussions of individual programs. (EMH)
Descriptors: Administration/ Adult Education/ Communications / Communications Satellites/ Conference Reports/ Cost Effectiveness/ *Educational Technology/ Educational Television / External Degree Programs/ Government Role/ *Higher Education / *Lifelong Learning/ Media Research/ Nontraditional Education / *Open Education/ Organization/ Program Evaluation/ Quality Control/ Telecommunications
Identifiers: Public Broadcasting Service/ Public Service Satellite Consortium

BEST COPY AVAILABLE

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NIE-C-74-0103
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEOCT77

This report covers a three-part project ("white paper", working papers, and discussion seminars) in adult open learning designed to provide the basis for an expansive discussion of the need for research in open learning. Following an executive summary, contents are presented in three parts. Part I consists of an introduction and overview. Part II, Facts, Definitions, and an Analytical Perspective, provides a brief background discussion of the phenomenon of adult open learning as well as an analytical perspective which reflects the social role of open learning and current social policy needs. Part II serves as a point of departure for the discussion of investment priorities which appear in Part III, titled Priorities for Investment in Research and Experimentation. The project's seven working papers, included mostly in part III of the report are titled "Introduction and Overview of Overall Approach and Intent," Expanded Postsecondary Open Learning Opportunities through the Utilization of Resources and Initiatives in the Several Sectors of the Existing Open Learning Universe," Financing Open Learning: Varied Needs and Approaches," "Matching the Needs of Specific Clienteles with the Characteristics of Specific Teaching-Learning Modes and Delivery Systems," "Open Learning and the World of Work," "Competence- and Performance-Based Assessment and Credentialing of Learning Outcomes," "Strategies for Fostering Open Learning." A reference bibliography, keyed to the working paper topics, is appended. (SH)

ED138738 CE010817
Adult Open Learning: Federal Investment in Research and Experimentation. Final Report.
Nolfi, George J.
University Consultants, Inc., Cambridge, Mass.
Jul 1975 238p.

Lombardi, John. Noncampus Colleges: New Governance Patterns for Outreach Programs. Topical Paper No. 60. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1977. 80p. ED 136 880.

This paper examines the characteristics of an emerging new type of postsecondary institution, the noncampus college--its facilities, learning activities, organization, financing, students, faculty, and special problems. While maintaining traditional curricular offerings and classroom instructional patterns, noncampus colleges dispense with the fixed campus in favor of rented and donated facilities in many locations. The eight existing noncampus colleges vary in their responsibilities; some provide a full range of academic and occupational programs within a geographically large service area, while others are limited to special types of programs or consolidate all off-campus instruction within a multi-campus district. All maintain a headquarters for administrative and support services. Noncampus colleges exist to serve nontraditional students, particularly adult part-time students, and thus may emphasize alternative learning experiences and instructional methods such as televised instruction or contract learning. However, they remain classroom oriented, and appear unlikely to embrace the external degree or college without walls format. Despite some problems, noncampus colleges provide an efficient and flexible organizational pattern for postsecondary outreach efforts.

BEST COPY AVAILABLE

ED143382 JC770406
Evaluation of the Business 105 Telecourse "It's Everybody's Business".
Dallas County Community Coll. District, Tex.
15 Sep 77 26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

During the fall semester of 1976, a pre-test/post-test study was conducted to compare open circuit television and on-campus instruction for "introduction to business" students. The telecourse consisted of on-campus orientation, newsletters, a study guide, 30 TV programs, telephone assistance, selected activities, and examinations. The sample included 261 telecourse students and 98 on-campus students from seven campuses. Tests were administered during the first and last instructional weeks to measure career interests, locus of control, and student attitudes toward the field of business. Additionally, a final achievement test was given. Findings indicated no appreciable change in the career interests of either group, and no significant change in attitudes. Both groups mastered the course objectives, but the television group mean score of 89.95 was higher than that for on-campus students (80.00). Locus of control scores shifted significantly more for television students, while those of on-campus students changed in only one category. Group differences included age, sex, and ethnic distributions. Females in both groups achieved higher mastery scores, as did students above age 28, but overall achievement was comparable for both groups. (RT)

Descriptors: Academic Achievement/ *Business Education/ Community Colleges/ *Educational Television/ Home Instruction/ *Junior Colleges/ Locus of Control/ *Open Circuit Television/ Program Evaluation/ Student Attitudes/ Student Characteristics / *Teaching Methods/ *Telecourses/ Television Curriculum

BEST COPY AVAILABLE

ED145166 95 CE012822
Instructional Programming: Development and Validation of Instructional Modules for Graphic Production Programs. A Research and Development Report.
Morrisonn, John P.
Santa Barbara City Coll., Calif.
77 123p.; Best copy available
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: VEA-42-69294-C-7-900
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

The purpose of the study was to develop and validate individualized instructional modules for graphic production at the community college level. Seven components of the research and development process were product selection, literature review, planning, development of the preliminary form of the product, preliminary field test and product revision, main field test and product revision, and operational field test and product revision. Three modules were developed covering the areas of design, paste up, and process camera. Each contained a flow chart of the module structure, a rationale, performance objectives, learning activities, a posttest, and a summation. The modules were field tested and revised by administering a pretest to the students and calculating the percentage of students attaining a score of 80% or better on a posttest for each unit. The effectiveness of the design was significant since well over 90% of the students scored 80% or higher on the posttest, and over 80% of the participants in the operational field test evaluated the modules as being very appropriate. (Module flow charts, a module evaluation form, and the three instructional modules are appended to this report.) (BL)

Descriptors: Commercial Art/ Community Colleges/ Curriculum Design/ Curriculum Evaluation/ *Graphic Arts/ *Individualized Curriculum/ *Instructional Materials/ Junior Colleges/ Layout (Publications)/ *Learning Modules/ *Material Development/ Photography/ Program Effectiveness/ Program Evaluation

ED 134 212 IR 004 403

Gilbrow, David R. Duby, Paul B.

Predicting Student Withdrawals in Open Learning Courses.

Chicago City Colleges, Ill.

Pub Date Oct 76

Note—11p.; Paper presented at the National Association of Educational Broadcasters (Chicago, Illinois, October 26, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Dropout Identification, Dropout Prevention, *Dropout Research, Educational Research, *External Degree Programs, Higher Education, *Open Education

Identifiers—*TV College (Chicago)

Analysis of data from four courses shows that (1) female open learning students complete their courses more often than male counterparts, (2) open learning students who register at certain campuses complete their courses more often than students who register at others, and (3) students who complete and return assigned questionnaires are more likely to complete courses than students who do not. From these data two formulae are derived which predict the number of student withdrawals. After being tested and refined, the two formulae are unified into one weighted index. Subsequent trials of the unified index result in seven of eight predictions being within (+ or -) 10%. Predictions were accurate over different presentation media. (WBC)

ED 153 622 IR 005 894

Berrigan, Frances Gibson, Anne

Radio and Audio-Vision in the British Open University: Towards Individualization.

Pub Date 77

Note—13p.; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education Programs, Adult Students, Audiovisual Aids, *Educational Radio, External Degree Programs, *Higher Education, *Individualized Programs, *Instructional Materials, *Magnetic Tape Cassettes, Mass Media, Open Education, Tape Recordings, Visual Aids

Identifiers—*Open University (Great Britain)

In 1977, almost 60 percent of all Open University courses were using audio and visual media in combination, either sound broadcasting with visual materials or audio-vision with the sound distributed on cassette or discs. Research has shown that students prefer radio-vision to radio alone. It appears that future growth may be in the area of audio-vision and away from dependence on radio as the sound source. This is the result of a growing need to cater to the individual learner and to optimise the learning opportunity. It is possible that the growth of audio-vision will enable radio to develop a more appropriate and significant learning role. Research relating to radio-vision and audio-vision is described. (Author/STS)

ED 154 797 IR 005 [illegible]

Gallagher, Margaret

Broadcasting and the Open University Student.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 77

Note—160p.; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Planning, *Educational Radio, Educational Technology, *Educational Television, *External Degree Programs, Higher Education, Instructional Technology, Mass Media, *Open Education, Questionnaires, Student Attitudes, Student Opinion, Summative Evaluation, *Surveys, *Use Studies

Identifiers—Open University (Great Britain)

The purpose of this study, conducted in 1976, was to update and extend the 1974 survey entitled "Student Use of Open University Broadcasting" or the Bates Report. It was also intended to assist broadcast policy and planning decisions and to furnish individual course teams with summative evaluation data on student use of broadcasting. The report is divided into three major sections: (1) design of the survey including the sample, the questionnaire, and analysis and interpretation; (2) survey results including availability of audiovisual equipment, use of open forum broadcasts, viewing and listening on individual courses, and student views on the need for program repeats; and (3) factors affecting the use of broadcasting. Appendices are not included. (STS)

ED 168 534 IR 007 052

Hugdahl, Edward O.

Distance Learning in Music Through the Teleconferencing Principle: A Six-Year Experience in Wisconsin on a State-Wide Basis.

Pub Date—78

Note—15p.; Appendices not included because of illegibility

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Instructional Media, *Music Education, Music Techniques, *Telephone Communication Systems, *Telephone Instruction

Identifiers—*Distance Learning, Teleconferencing

A unique two-way, interactive aural communications system operated by the University of Wisconsin-Extension and serving over 100 locations throughout the state is described and its application to distance music education is explained. A brief survey of telephone use in education is presented, as well as studies relating the effectiveness of distance learning. The concept of teleconferencing in bringing music instruction to a widely dispersed audience, allowing for the simultaneous distribution of music programs, is deemed one of the strong points of the Wisconsin system. (RAO)

ED 168 535 IR 007 055

Flinck, Rune

Correspondence Education Combined with Systematic Telephone Tutoring.

Lund Univ. (Sweden). Dept. of Education.

Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Pub Date—78

Note—139p.

Pub Type— Reports - Research (143) — Dissertations/Thesis (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement, Adult Education Programs, Attitudes, *Correspondence Study, Economic Education, *Home Instruction, Home Study, Second Language Learning, *Telephone Instruction, Time Factors (Learning), *Tutoring

Identifiers—*Distance Education

This study focused on the improvement of traditional two-way communication processes in correspondence education through variations on the use of postal communications, reinforcing the feedback sent by mail with systematic telephone calls, and combinations of mail and face-to-face contacts; the primary focus was correspondence education combined with telephone tutoring. A literature review covers correspondence education, two-way communication, and the telephone as an instructional aid. The experimental design of the study involved two groups of randomly distributed correspondence students. The experimental group received telephone tutoring in addition to the conventional feedback, while the other received only written feedback by mail. Courses included were introductory French and basic economics, both intended for adult learners. Results indicated that students who received telephone tutoring reacted to it favorably; however, no difference was found between the two groups in achievement, amount of study time, or feelings of isolation. Telephone tutoring proved to be of a greater advantage to those students studying a foreign language than to students studying one of the social sciences. (RAO)

ED 168 538 IR 007 062

Hinton, John R.

Individualized Instruction, What the Research Tells Us.

Pub Date—19 Apr 78

Note—15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 19, 1978)

Pub Type— Information Analysis (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Cost Effectiveness, *Educational Research, *Individualized Instruction, Learning Modules, Mastery Learning, Performance Based Education, Proctoring, Retention, Student Teacher Relationship, Study Guides, *Teaching Methods

Literature on individualized learning appearing in the past three years includes many reports which are rewritings from the same data; however, generalizable results do exist for the practitioner. Individualized instruction systems work as well or better than traditional, conventional instruction. Students learn more, make higher grades, save time, perform better on examinations, and feel improvement in self-concept and self-confidence. Withdrawals appear to be about the same as in traditional courses, but great variability is suggested. Student attitudes are favorable; they like self-pacing, although lack of discipline and motivation cause difficulties. Learning modules and study guides are helpful and well liked; the value of lectures is uncertain. Learning objectives produce significant increases in learning, while proctors can improve the rate of student progress. Retention of learning is improved by individualized instruction and mastery learning reduces forgetting. Students like self-greding but feel more is learned with proctor-grading. Test anxiety and grade pressure are reduced with individualized learning, and increased student-staff interaction results in higher student appraisals of staff. Cost benefit studies are infrequent and assessments are imprecise. As materials used in individualized instruction increase in number, researchers continue to investigate their effectiveness and benefits. (CWM)

Donsky, Aaron; and Others. *Telecourses: A Nonconventional Approach to Education.* **Mentor, Ohio: Lakeland Community College, 1979. ED 171 336; 27 pages**

The same introductory business course was presented by Lakeland Community College as a telecourse, broadcast during the day and evening; as a day course on campus; and as an evening course off campus. Students in all three classes were surveyed to determine their characteristics and attitudes toward the course. Telecourse students were overwhelmingly supportive of the format, preferring it to traditional course design. More telecourse students felt that they had learned a lot from their course than did the other students, and more indicated that they would recommend the course to a friend. The students in all groups indicated that they had expended the same amount of effort in the course. As a whole, the telecourse group had a higher class grade point average and scored higher on the tests than the other groups. The questionnaire is appended.

ED157418 HE010019
Centre for International Cooperation and Services.
Open Univ., Walton, Bletchley, Bucks (England).
1978 19p.
Available from: Centre for International Cooperation and Services, The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEDEC78
The Centre for International Cooperation and Services (CICS), part of the Open University of the United Kingdom, is described. Distance learning is defined and related to the Open University. Information is provided on the establishment, work, services, and resources of the CICS. A wallet folder at the back of the booklet contains details of the CICS Regular Studies Programme and an application form, a CICS staff list, and other current information. (SPG)
Descriptors: Access to Education; *External Degree Programs; Foreign Countries; Higher Education; *Institutional Characteristics; Institutional Cooperation; *International Programs; *Open Education; *Open Universities; Program Descriptions
Identifiers: *Centre for International Cooperation and Services; Great Britain; *Open University (Great Britain)

BEST COPY AVAILABLE

ED157485# HE010333
Distance Education: A Survey and Bibliography.
Holmberg, Borje
1977 167p.
Available from: Nichols Publishing Co., P. O. Box 96, New York, New York 10024 ($15.00)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEDEC78
Distance education is used in this survey to cover the various forms of study at all levels that are not under the continuous, immediate supervision of teachers present with their students in lecture rooms or on the same premises, but which benefit, nevertheless, from the planning, guidance, and tuition of a tutorial organization. Familiar examples are the Open University and correspondence study. The principal components of the system of distance education are surveyed in detail, with emphasis on those aspects that appear to be important for the present and the future, and from the viewpoint of the educator. Individual chapters cover: the rationale of distance education; the goals and objectives of study; the target groups of students; the contents and structure of study matter; organization and administration; choice of methods and media; two-way communication in distance education; course creation; and revision and evaluation. Each chapter is followed by a bibliography of books and papers relevant to the subject area and a fuller bibliography is given at the end of the book. (Author/LBH)
Descriptors: *Bibliographies; *Correspondence Study; *Educational Assessment; Educational Objectives; Educational Technology; *External Degree Programs; Higher Education; *Independent Study; Lifelong Learning; Literature Reviews; *Open Education; Secondary Education; Surveys; Teaching Methods

DIALOG File1: ERIC - 66-81/Mar (Item 54 of 92) User 4398 6mar81

ED159963 HE010412
Planning for the External Evaluation of the University of Mid-America. Working Paper No. 2.
Lent, Richard
University of Mid-America, Lincoln, Nebr.
Dec 1974 41p.; For related documents see HE 010 410 - HE 010 428
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NIE-G-75-001
Available from: Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Nebraska
Journal Announcement: RIEFEB79

The University of Mid-America's (UMA) goals and plans are reviewed in this evaluation planning paper. Several issues effecting the overall shape of external evaluation activities over a five-year period are described. Focus in this report is on UMA's philosophical orientation and future plans, the rationale for the open learning approach, UMA open learning goals, and the UMA open learning model. UMA's intended status in 1980 is discussed in terms of the delivery system, curriculum, course development, and consortium planning and development. Basic considerations in designing an evaluation plan are described, such as the evaluation setting, evaluation audiences and information needs, and in-house and external evaluation responsibilities. An outline for external evaluation activities is presented for each of the five years. As a planning document, this report presents the key issues and some ideal solutions. (LBH)

Descriptors: Adult Education/ Consortia/ Curriculum Development/ *Delivery Systems/ *Educational Assessment/ Educational Television/ *Evaluation Criteria/ *External Degree Programs/ Higher Education/ Institutional Research/ Models/ *Open Education/ Research Projects/ *Telecourses/ Television Curriculum

Identifiers: *University of Nebraska

BEST COPY AVAILABLE

ED159962 HE010411
Developing Student Achievement Measures. Working Paper No. 3.
Eggert, John
University of Mid-America, Lincoln, Nebr.
Dec 1974 32p.; For related documents see HE 010 410 - HE 010 428
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NIE-G-75-001
Available from: Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Nebraska
Journal Announcement: RIEFEB79

Student assessment procedures used by the University of Mid-America/State University of Nebraska (UMA/SUN) for its first two televised courses, Introductory Psychology and Accounting I, are presented in this report. Included are descriptions of various experiments in producing test items, a report on the construction of tests from the items, and a presentation of the results of the first tests in terms of learner achievement and item statistics. Consideration is given to the validity of UMA/SUN's tests and to the needs of the future. It is concluded that the process of specifying objectives precisely and meaningfully to inform both the student and the test designer of what is being taught works well and should be continued. (Author/LBH)

Descriptors: Accounting/ Adult Education/ *Course Evaluation / Educational Assessment/ Educational Television/ Higher Education/ Institutional Research/ Material Development/ *Measurement Techniques/ *Open Education/ Psychology/ Research Projects/ *Student Evaluation/ *Telecourses/ Television Curriculum/ *Test Construction/ Test Items/ Test Validity

Identifiers: State University of Nebraska/ *University of Mid America NE

ED159964 HE010413

Introductory Psychology (Second Offering). Course Evaluation Report.

Sell, G. Roger

University of Mid-America, Lincoln, Nebr.

Apr 1976 123p.; For related documents see HE 010 410 - HE 010 428

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-G-75-001

Available from: Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Nebraska

Journal Announcement: RIEFEB79

The second phase of field testing for an Introductory Psychology course offered in the regional open learning program of the University of Mid-America is reported. Learner characteristics and learner evaluations of the instructional units are compared with findings from the first course offering. Throughout the paper, learner comments are inserted to help explain and enrich the quantitative data summaries. The paper ends with a set of suggestions from learners for improvement of Introductory Psychology as it was offered through the State University of Nebraska (SUN). Findings include the following: (1) Learners may represent kinds of people not adequately served through traditional postsecondary institutions; (2) the sampling procedure for unit evaluation during the second delivery did not produce as high a return rate as the first delivery; (3) the study guide appears to have enough detailed instructions to guide learners adequately through the course; (4) the television programs were criticized generally for their lack of overlap with the text material; (5) the newspaper component was not highly endorsed or highly criticized by enrolled learners; (6) trial tests received outstanding support for their value in preparing learners for graded exams; and (7) the Course-at-a-Glance gave enrolled learners a ready reference for telecast dates, exam sequence, and text reading assignments. Learner responses and data summaries are appended. (LBH)

Descriptors: Adult Education/ *Course Evaluation/ *Delivery Systems/ *Educational Television/ Higher Education/ Independent Study/ Institutional Research/ Instructional Materials/ Nontraditional Students/ Open Education/ Program Evaluation/ *Psychology/ Research Projects/ *Student Attitudes/ *Telecourses/ Television Curriculum/ Television Research

Identifiers: State University of Nebraska/ University of Mid America NE

BEST COPY AVAILABLE

ED159965 HE010414

Introductory Psychology (First Offering). Course Evaluation Report.

Sell, G. Roger

University of Mid-America, Lincoln, Nebr.

Aug 1975 19p.; For related documents see HE 010410 - HE 010428

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NIE-G-75-001

Available from: Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Nebraska

Journal Announcement: RIEFEB79

Introductory Psychology is a multimedia course that may be taken for college credit from the University of Mid-America, which allows the learner to proceed at his own rate, and which encourages a support system of administrators, faculty, and learning center staff to assist the learner in the accomplishment of educational goals. The evaluation plan for the course was designed around two offerings. During the first offering, it was expected that some general indicators of course suitability could be generated; during the second, that more specific aspects of the course would be examined in light of the first findings. Seven broad questions are addressed in this paper: (1) Who enrolled? (2) How did learners evaluate their experience with Introductory Psychology during the course? (3) How well did learners perform on the graded exams and how long did it take them to complete the course? (4) How did learners evaluate their experiences after completing the course? (5) What correlates of learner performance were found for the first offering of Introductory Psychology? (6) What predictions can be made about the course? (7) What improvements are needed for further evaluation? Information about these concerns should be important to several audiences, including course development teams, delivery system personnel, and evaluation specialists. A learner profile is given along with learner responses to unit evaluation forms and test performance. The unit evaluation form is appended. (LBH)

Descriptors: Academic Achievement/ Course Descriptions/ *Course Evaluation/ *Delivery Systems/ Educational Television/ Higher Education/ Independent Study/ Institutional Research/ Instructional Materials/ *Multimedia Instruction/ Open Education/ Participant Satisfaction/ *Psychology/ Research Projects/ *Student Attitudes/ Student Characteristics/ *Telecourses/ Television Curriculum/ Television Research

Identifiers: University of Mid America NE

ED 162 089 CE 018 075

Arbetter, Solomon And Others

Telephone Counseling for Home-Based Adults. Final Report.

College Entrance Examination Board, New York, N.Y., Policy Studies in Education, New York, N.Y.

Spons Agency—EXXON Education Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—78

Contract—400-76-0002

Note—71p.; Best copy available

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Programs, *Counseling Effectiveness, Counseling Goals, *Counseling Programs, *Counseling Services, Followup Studies, *Guidance Counseling, Guidance Objectives, *Home Programs, Information Needs, Models, Occupational Guidance, Postsecondary Education, Success Factors

Identifiers—Rhode Island, *Telephone Counseling

A follow-up study was conducted to discover the effect of the Career Education Project (CEP) on its clients and to discover perceptions held by former clients regarding their need for career guidance and counseling services. (CEP, a model program funded by the National Institute of Education, offered telephone counseling to home-based adults in Providence, Rhode Island.) Designed as an outcomes assessment, this study involved interviewing 400 randomly chosen clients from the 1,157 who were counseled between April, 1974, and March, 1975. It was found that the clients were predominantly (1) female, white, high school graduates, between twenty and thirty-four years of age, married, with one or two children at home, and with family incomes between $5,000 and $15,000; (2) unemployed although experienced in the labor market; (3) seeking career counseling for the first time; (4) satisfied with the service they received and with the telephone as a medium of communication (although most preferred face-to-face interaction); (5) most helped by counseling in the areas of self-exploration, goal setting, and career decision making; and (6) action-oriented, as they sought further education or jobs. CEP was considered a remarkable success as most clients were found to be currently employed, earning higher salaries, and more self-confident than before counseling. (The report also includes possible explanations for the project's success and extrapolates the successfulness of similar projects with other types of clients.) (ELG)

ED 158 768 IR 006 403

Grundin, Hans U

The Effect of Transmission Times on Students' Use of OU Broadcasts.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology

Report No—TET-93

Pub Date 77

Note—53p.; For related document, see ED 154 797

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Analysis of Variance, Correlation, *Educational Radio, *Educational Television, *External Degree Programs, Television Viewing

Identifiers—*Broadcast Times

This paper presents the results of analyses of viewing and listening rates observed in 1974, 1976, and 1977 surveys of student use of Open University broadcasting in conjunction with data regarding transmission times and number of television or radio programs per course. In this analysis, nine different transmission time categories are identified, from very early weekday morning to late night transmission. Data are summarized for all courses included in the three broadcast surveys regarding transmission time combinations for television broadcasting, number of TV programs in the course, expected and observed viewing rates for all students and for non-dropouts, residual viewing rates, i.e., difference between observed and expected rate, for all students and for non-dropouts. Analyses of these data led to the following main conclusions: (1) the allocation of transmission times, for first or second, or for single transmissions, can considerably affect the viewing/listening rates for the broadcasts; (2) TV viewing rates are to some extent affected by the number of programs in each course; no similar correlation has been observed between listening rate and number of programs for radio broadcasts; (3) most of the variation (80+%) among courses in viewing/listening rates must be attributed to factors other than transmission time variation. (VT)

ED 158 769 IR 006 405

Gallagher, Margaret

Audio Visual Media for Teaching and Training: The Contribution of Research.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No—IET-88

Pub Date 78

Note—11p.; Paper presented at "Educating the Trainers" Conference (Keele, England, April 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Cost Effectiveness, *Educational Television, *Evaluation Criteria, *Instructional Design, Media Research, *Media Selection, Training

It is useless to spend time on studies investigating the large broad questions about the effect of media on teaching and learning. Smaller, more defined, more useful questions to ask are: How can we best use a given medium for a piece of instruction? How do the symbolic coding systems of a given medium relate to what a student learns from it? Within a given situation, which medium is more cost-effective than others? The ways in which audiovisual media are used at the Open University can be classified under five major categories: (1) to teach in ways that would otherwise be difficult or impossible; (2) to present experiences from life which would otherwise not be available; (3) to allow students to develop and practice intellectual skills; (4) to change students' attitudes; and (5) to guide and organize students' activities and to feed back the results of learning activities. A major problem often arises, however, when the tension between expectations about good professional broadcasting and sharp pedagogic content or function are dealt with in a way which attempts to graft on a plausible academic rationale to a well-established, familiar broadcasting format. The basic problem, however, is to ensure that what is intended to be learned is learned, and it is in the seeking and finding of possible solutions to this problem that research can make its major contribution. (Author/VT)

ED 158 770 IR 006 407

Bates, Tony Gallagher, Margaret

Improving the Effectiveness of Open University Television Case-Studies and Documentaries.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No—IET-77

Pub Date 77

Note—43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Case Studies, Course Evaluation, Documentaries, *Educational Television, *External Degree Programs, Foreign Countries, *Formative Evaluation, *Instructional Design, *Instructional Improvement, Mediation Theory

It is argued that students find it difficult to reap the full potential of television case study programs, and find it particularly difficult to integrate this material with the material contained in correspondence texts. The difficulties could be explained by examining more closely the various dimensions of a television case study: didactic--open-ended, structured--unstructured, active--passive, neutral--polemical, and integrated--free-standing. It is suggested that course teams make a conscious decision about what approach to take, determined by the extent to which students have developed prior skills in the use of case study material. The final aim, however, would be to have students able to handle a wide variety of programs, including those which are open-ended, unstructured, polemical, or free-standing. The main academic justification for television case studies could be two-fold, i.e., of intrinsic content value and/or of value in developing learning strategies. Course teams should be more specific and explicit about the justification or purpose of case study programs. It may be necessary to adopt a broad reproduction of general broadcasting styles--a style of production which combines the best of documentary with the best of teaching practice. (VT)

ED 159 975 HE 010 428

Walsh, Patrick L.

An Exploration into Reasons for Non-Enrollment in SUN Courses After Requesting Information About SUN. Working Paper No. 6 [and] Executive Summary No. 6.

University of Mid-America, Lincoln, Nebr.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 75

Contract—NIE-G-75-001

Note—43p.; For related documents see HE 010410 - HE 010 428

Available from—Office of Public Affairs and Information Services, University of Mid-America, Box 82006, Lincoln, Nebraska 68501

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Costs, *Decision Making, Declining Enrollment, *Delivery Systems, Educational Demand, Educational Television, *Enrollment Influences, Higher Education, Institutional Research, Needs Assessment, *Open Education, Questionnaires, Research Projects, Scheduling, *Student Application, Student Characteristics, Student Motivation, Surveys, *Telecourses, Television Curriculum

Identifiers—State University of Nebraska, *University of Mid America NE

Approximately 700 questionnaires were mailed, and 365 usable responses obtained, in a study of persons who had inquired about the State University of Nebraska (SUN) spring 1975 telecourse offerings but who did not enroll. This working paper and executive summary compare the questionnaire respondents to SUN's fall 1975 learner population in terms of the demographic information requested on the questionnaire. These comparisons are presented in an effort to examine whether non-enrollees have attributes different in the aggregate from enrollees. The demographic information includes age and sex distributions, educational achievement, marital and family status, and job title or duties. Reasons cited for non-enrollment include the following: cost of tuition, personal daily schedule lead time, cost of instructional kit, non-interest in courses, and "other" reasons. The non-enrollment questionnaire is appended. (LBH)

ED 161 396 HE 010 630

Morgan, Alistair R.

Student Learning in the Open University--The Provision of Diversity in a Distance Education System. AIR Forum Paper 1978.

Pub Date—May 78

Note—21p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*College Students, *Course Evaluation, Educational Accountability, *External Degree Programs, Foreign Countries, Higher Education, Independent Study, Individualized Programs, *Institutional Research, Interviews, Open Enrollment, Research Projects, *Student Centered Curriculum, Student Interests, Student Opinion, Student Projects, Student Teacher Relationship, Surveys, Teacher Role

Identifiers—*Open University (Great Britain)

Project-based learning for students at the Open University, Great Britain, was studied through interviewing and the administration of a questionnaire. Group discussion interviews were conducted with approximately 200 students and individual interviews with about 50 part-time tutors who were responsible for the direct face-to-face contact arranged on a local basis. The large amount of time required for projects and particular problems relating to the nature of a project-based learning are discussed. The questionnaire was sent at the end of the course to a sample of students (4,000) on the 20 courses that contained project activities. The questions were designed to investigate the areas highlighted in the interview data. To clarify the interpretation of results, two courses were examined. Students' perceptions of learning outcomes were also studied to determine the effect of the degree of student control in project-based learning. Both the qualitative and quantitative data reveal the educational value of a more student-centered approach to learning through the provision of project work. The weakening of the frame of teacher control does create problems, which are outlined. Project-based learning provides for a diversity of student study strategy to personalize their learning activities. (SW)

BEST COPY AVAILABLE

ED162053 CE015040

A Handbook On Distance Education. Manchester Monographs, 7.

Harris, W. J. A.; Williams, J. D. S.

Manchester Univ. (England). Dept. of Adult Education.

1977 83p.

Available from: Publications Secretary, Department of Adult and Higher Education, University of Manchester, Oxford Road, Manchester, England M13 9PL

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: England

Journal Announcement: RIEAPR79

This handbook is designed to help administrators, educators, politicans, and others engaged in distance education who seek to introduce, extend, or improve correspondence education for adults. In the first of six chapters, the background and history of correspondence study, particularly in Britain and the United States, are reviewed. Chapter 2 discusses international practices, definitions, clients, and sources of correspondence study. Correspondence study is defined as study based primarily on printed materials; it is considered a part of education at a distance. Six categories of organizations employing distance systems are identified. The third chapter provides a practical analysis of correspondence teaching and learning. Chapter 4 discusses the linkage of radio to correspondence courses in multi-media systems. Chapter 4 focuses on college planning and administration and presents a comprehensive model of a medium-sized correspondence unit or college. The final chapter presents an example of distance education in a case study on Thailand. Two appendixes include (1) an excerpt from an article on pedagogical aims, opportunities, and drawbacks in Thailand and (2) selected reference materials. (CSS)

Descriptors: *Adult Education/ Case Studies/ College Administration/ Correspondence Study/ Educational Radio/ Foreign Countries/ *Home Study/ *Independent Study/ Institutional Administration/ Nontraditional Education/ *Open Education/ Postsecondary Education/ *Program Development/ Student Characteristics/ Teachers

Identifiers: Africa/ Americas/ Asia/ Europe

BEST COPY AVAILABLE

ED162171 CE018827

Teaching and Learning at a Distance: The Experience of Britain's Open University. (Wesbrook Memorial Alumni Lecture). Occasional Papers in Continuing Education, Number 15.

Perry, Walter

British Columbia Univ., Vancouver. Center for Continuing Education.

Mar 1978 23p.; Paper presented at the Frank Fairchild Wesbrook Memorial Alumni Lectureship Dinner (Vancouver, British Columbia, February 16, 1978)

Available from: Centre for Continuing Education, The University of British Columbia, Vancouver, British Columbia, Canada V6T 1W5 ($1.00)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: Canada; British Columbia

Journal Announcement: RIEAPR79

In a speech on the development of formalized systems for distance education, the British Open University is highlighted. Three themes are addressed: (1) objectives, methods, and evaluation of Great Britain's Open University, (2) examination and comparison of similar institutions in other countries, and (3) development of guidelines for initiation of similar institutions. The communications explosion has led to a worldwide trend toward participative democracy. First prompted by politicians and then by government, the Open University was designed to give excluded students a second chance at higher education. Access was to be easy, but there would be no compromise on materials or academic standards. There would be no qualifications, costs would be reasonable, and education would be taken to students. Radio and television would serve as adjuncts. Since 1971, over 120,000 have been admitted, with course success rate being about 70-75%. The university has largely achieved its objectives, and the British academic world has accepted the degree in standard. Success has led to world interest in the distance learning concept, though foreign countries address differently their needs, populations, and financing. One shared concept is that it is possible and practical to educate through nontraditional modes. It can be concluded that, among other things, courses must be specifically designed for the target population, and one should make use of available mass communication systems. (CSS)

Descriptors: Academic Standards; Access to Education; *Adult Education; *Adult Programs; Degrees (Academic); Educational Innovation; Educational Radio; Educational Television; *External Degree Programs; Foreign Countries; *Higher Education; Institutional Characteristics; Nontraditional Students; *Open Education; *Open Enrollment; Program Development

Identifiers: *Open University (Great Britain)

ED165774 IR006800

Electronic Education: Using Teleconferencing in Postsecondary Organizations.

Johansen, Robert; And Others

Institute for the Future, Menlo Park, Calif.

Aug 1978 174p.

Sponsoring Agency: EXXON Education Foundation, New York, N.Y.

Available from: Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (R-42, $12.00)

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN79

In this study of current and potential users of teleconferencing media in post-high school settings, more than 50 teleconferencing systems in the United States and Canada were surveyed. Researchers examined instructional, administrative, student service, and interorganizational uses of teleconferencing in educational organizations ranging from university extensions and professional associations to community volunteer organizations. The report includes detailed case studies of 13 existing systems and a comparative analysis of the characteristics of 46 educational networks. Having explored future uses of these media in light of likely societal trends, the Institute's judgment is that the use of teleconferencing in postsecondary education will continue to increase, but at a rate much slower than that predicted for earlier educational technologies. The most promising possibilities are in specific areas of instruction, such as courses that meet requirements for professional recertification. The operational guidelines provided include a set of preconditions or prerequisites for implementation of a teleconferencing system to facilitate the start-up process and to identify areas where teleconferencing does not seem appropriate, as well as guidelines for effective usage once a system has been established. (Author/RAO)

Descriptors: Community Organizations; *Group Activities; Higher Education; *Interaction; *Man Machine Systems; Professional Associations; *Telecommunications; *Teleconferencing

Identifiers: Audio Teleconferencing; Computer Based Teleconferencing; *Distance Education; Video Teleconferencing

BEST COPY AVAILABLE

DIALOG File1: ERIC - 66-82/Aug (Item 72 of 82) User 8645 3sep82

ED164204# RC011030

Training for Agriculture and Rural Development--1977. FAO Economic and Social Development Series No. 7.

International Labour Organisation, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; United Nations Food and Agriculture Organization, Rome (Italy).

1977 122p.

Available from: UNIPUB, Inc., Box 433, Murray Hill Station, New York, New York 10016

Document Not Available from EDRS.

Language: English

Document Type: JOURNAL ARTICLE (080)

Geographic Source: Italy

Journal Announcement: RIEMAY79

Government: International

Fifteen papers on aspects of education and training for agriculture and rural development are contained in this journal for 1977. Several deal with the rising need for more direct participation by the farmers, landless workers, foresters, and fishermen for whom rural education and training systems are designed to supplement traditional types of instruction at institutions of higher learning in efforts to effect rural development. A theme running through contributions to the journal is the evolution of nonformal education and training, extension, distance learning, and other extramural activities, especially those which are aimed at improved prospects for the rural poor. Paper topics are: Development of Agricultural Universities in India; Simulation Practical Training for Future Extension Agents; Training Women for Development; Public Administration Training for Relief of Rural Poverty; Irrigation: Using Appropriate Technology; The Operational Seminar; Filling the Gap--Supplementary and Complementary Initiatives in Rural Development; Training for Development (pictorial review); Training Rural Craftsmen for Development; Improved Management in Agricultural Education; Radio and Television Courses for Agricultural Education and Training in Poland; Agriculture and Adult Education; Family Life Education; Communication with Farmers in Afghanistan; Training for Wildlife Management. (RS)

Descriptors: *Adoption (Ideas); *Adult Education; Agricultural Colleges; *Agricultural Education; Communication (Thought Transfer); Community Development; Developing Nations; Extension Agents; *Extension Education; Family Life Education; Nonformal Education; Poverty; Public Administration Education; *Rural Development; *Rural Population; Simulation; Telecommunications; Training; Vocational Education; Wildlife Management; Womens Education

ED168408 HE011105
The 1980s and Post-Compulsory Education.
Thomas, William G.
Oct 1978 12p.; Fourth International Conference of the University of Lancaster (England, August, 1978)

Available from: Best copy available
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG79
Summaries of five keynote addresses and proceedings of task forces of a conference on postcompulsory education in the 1980s, attended by educational theorists and planners from 30 nations, are presented. The opening address by Lord Asa Briggs provided a worldwide overview of postcompulsory education, and Burton Clark spoke about academic coordination of postcompulsory education. Urban Dahllof addressed the topic of "recurrent education" and indicated that sharp distinctions between secondary and higher education would fade in the future. Lord Valzey spoke about the subject matter of postcompulsory education in the coming years, and Gordon Oakes suggested that the walls of elitism of the universities be removed, without diminishing the quality, to break the barriers between them and other legitimate institutions. The task force on postcompulsory structures primarily considered the working life recommended that postcompulsory institutions assume the leadership in helping to solve socioeconomic problems through new models and research, and the task force on student learning considered the processes and outcomes of learning. The group on staff development considered reorganization, realignment or closure of postcompulsory institutions, changes in student populations and diminishing resources. The group on media noted the utilization of television and radio broadcasting and print media by England's Open University and the distance learning networks of Australia and New Zealand. Priorities of postcompulsory education were discussed by the task force on priorities. (SW)
Descriptors: Articulation (Education); College Administration; College Planning; College School Cooperation; Conference Reports; Coordination; Educational Cooperation; Educational Media; *Educational Objectives; Educational Radio; Educational Television; *Futures (of Society); Higher Education; Intercollegiate Cooperation; *Lifelong Learning; *Nontraditional Education; Outcomes of Education; *Postsecondary Education; Social Problems; Speeches; *Trend Analysis
Identifiers: Open University (Great Britain)

Yarrington, Roger (Ed.) Using Mass Media For Learning. Washington, D.C.: American Association of Community and Junior Colleges, 1979. 82p. ED 165 856 (Available in microfiche only).

The nine articles in this collection by members of the American Association of Community and Junior Colleges' Task Force on the Uses of Mass Media for Learning are concerned almost entirely with television, since the telecourse is the medium with which the most experience has been gained and which has the most potential for many community colleges. The individual articles address the following topics: (1) the history of instructional television including a discussion of the necessity of cooperative activities among colleges; (2) consideration of various programming elements for successful development of working relationships with broadcasters; (3) the roles of technology, demographic changes, and heightened awareness of the function of lifelong learning in serving the adult learner's needs; (4) the economics of television-centered courses in terms of acquisition of materials, development of a delivery system, and the delivery of services; (5) college television consortia and their governance, administration, financing, and legal bases, and relationships with broadcasters; (6) telecourse design, development, and evaluation; (7) the role of the faculty in mass media courses; (8) communication with distant learners and time and space factors; and (9) effective community promotion of telecourses.

BEST COPY AVAILABLE

ED 165 653 HE 010 926

McBride, Jack

A Model Regional Open Learning System. Final Report.

University of Mid-America, Lincoln, Nebr.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—17 Nov 78

Grant—NIE-G-75-0001

Note—58p.

Available from—University of Mid-America, Lincoln, Nebraska

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Students, Annual Reports, *College Administration, Consortia, Cooperative Programs, Curriculum Design, *Curriculum Development, *Delivery Systems, Educational Coordination, Governance, Higher Education, Information Dissemination, Institutional Research, *Interinstitutional Cooperation, Models, Nontraditional Students, *Open Education, Regional Cooperation, Research Projects, Telecourses

Identifiers—*University of Mid America NE

This 1978 report on the model regional open learning system of the University of Mid-America (UMA), Lincoln, Nebraska, summarizes the activities of the following program areas: course development, delivery, research and dissemination, and governance and administration. Descriptions are provided of courses in the following stages of development: four courses were completed, two courses began production, one course was designed, and five course definition papers were prepared for review. Negotiations were also begun with organizations outside the UMA consortium concerning cooperative course development activities. Five delivery activities included the sponsorship of five conferences/workshops and participation in one conference, all concerning open learning. An intensive marketing campaign of UMA course materials, cooperation with other telecourse producers, and dissemination of information about the university were accomplished. Generic research activities were directed toward the further development of a cooperative research program with faculty members from member institutions. Market research activities concerned student characteristics, potential students, demand for nontraditional services, and optimal conditions under which course adoptions might be secured. Governance and administrative activities included appointment of the first full-time president, meeting the special terms and conditions of the grant award, and acquisition of an in-house computer and word processing system. Funding proposals were prepared and submitted, the Japan studies course package was introduced, and two new universities were admitted into the consortium. (SW)

ED 169 919 IR 007 205

Theroux, James M.

Effective Educational Radio: An Approach to Analyzing Programs.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date—78

Note—36p.

Available from—Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.50 per copy)

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acting, Audiences, *Educational Radio, Narration, *Production Techniques, *Program Design, *Programing (Broadcast), Talent Utilization

This overview of current trends in radio program design presents program characteristics which should be considered in the design and production of educational radio programs. A variety of descriptive terms are presented and defined as program variables which can be manipulated to create a desired effect. For each term presented a diagnostic question is proposed, attempting to stimulate producers to inquire about why a given program succeeds or fails. General guidelines are outlined, the use of speakers is discussed, effective studio techniques are defined, and a pedagogical base for program design is presented. (RAO)

ED 169 920 IR 007 206

Middleton, Marino A.

Evaluation of the Satellite Tele-Education ProJect (S.T.E.P.) in British Columbia.

British Columbia Dept. of Education, Victoria.

Pub Date—Feb 78

Note—74p.; Not available in hard copy due to marginal legibility of original document

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Satellites, Evaluation Criteria, *Formative Evaluation, Interviews, Questionnaires, *Telecommunication

Identifiers—*Distance Education

This report of a formative evaluation of S.T.E.P. provides a description of the data gathering instruments for this multi-discipline/multi-audience project, an explanation of the multi-attribute utility measurement format, and a discussion of the implementation procedures used. Data were collected by questionnaires, interviews, and anecodotal notes. Examples of these questionnaires are given in appendix A, while comments and recommendations, objectives, and results of the utility assessment of recommendations are contained in appendices B through E. (RAO)

ED 169 922 IR 007 209

Stakenas, Robert G. Kaufman, Roger A.

Costs and Effectiveness of Technological Applications in Education: A Literature Review.

Florida State Univ., Tallahassee. Center for Educational Development and Evaluation.

Spons Agency—Florida State Board of Regents, Tallahassee.

Pub Date—Jan 77

Note—90p.; Florida School Finance Study; For related documents, see IR 007 209-211

Pub Type— Information Analysis (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Assisted Instruction, *Cost Effectiveness, *Educational Development, Educational Radio, *Educational Technology, Educational Television, *Instructional Design, *Intermode Differences, Program Costs, Programed Instruction, Systems Approach

This study exploring ways in which educational technology might be used to provide better schools for less money focuses on technological applications utilizing instructional radio, instructional television, computer-assisted instruction, computer-managed instruction, and programmed instruction. Based on a review of the literature on the costs and effectiveness of technological applications in education, it was concluded that technological applications (as hard technology) provide useful alternatives to "teacher delivered" instruction, but there is little or no evidence that such alterrratives can greatly reduce costs in and of themselves. Present findings suggest that technological applications such as computers and television are solutions to only a limited set of problems. Educational technology (as soft technology) as a problem solving and planning process appears to hold more potential for achieving better schools for less money. This is the first in a series of three reports; the second and third present "future" scenarios on cost reduction for grades K-12, and in higher education. (Author/RAO)

ED 169 923 IR 007 210

Stakenas, Robert G. Kaufman, Roger A.

Educational Technology and Cost Reduction in Higher Education: Five Alternative Futures.

Florida State Univ., Tallahassee. Center for Educational Development and Evaluation.

Spons Agency—Florida State Board of Regents, Tallahassee.

Pub Date—Aug 77

Note—149p.; Florida School Finance Study; For related documents, see IR 007 209-211 ; Best copy available

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiovisual Aids, Computer Assisted Instruction, *Cost Effectiveness, *Educational Finance, *Educational Technology, Educational Television, *Futures (of Society), *Higher Education, *Instructional Media, Problem Solving, Resource Allocations

Identifiers—Florida

Scenarios depicting both positive and negative alternative futures were prepared to serve as a source of ideas in this study of ways to improve education with less money. Included in this third volume are (1) a disaster scenario based on piecemeal, reactive solutions; (2) a scenario based on applications of "big media"; (3) a scenario based on individualized instruction using "little media"; (4) a disaster scenario based on applying instructional hardware without adequate planning; and (5) a "success" scenario based on rational problem solving and the design processes of technology. Scenario preparation led to the identification of questions which should be addressed: Can higher education be made efficient and effective without a reassessment of its goals? Can higher education be improved if it is viewed as a teaching process? How can we determine whether higher education is as effective as it should be? Is it possible to bring about change in higher education? Parameters which can be varied to alter costs were also identified. The first report in this series of three consists of a literature review of the costs and effectiveness of educational technology, and the second presents five scenarios of alternative futures in grades K-12. (Author/RAO)

ED 169 924 IR 007 211

Stakenas, Robert G. Kaufman, Roger A.

K-12 Educational Technology and Basic Education in Florida: Scenarios for Five Alternative Futures.

Florida State Univ., Tallahassee. Center for Educational Development and Evaluation.

Spons Agency—Florida State Board of Regents, Tallahassee.

Pub Date—Jul 77

Note—162p.; Florida School Finance Study; For related documents, see IR 007 209-211

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Audiovisual Aids, Computer Assisted Instruction, *Cost Effectiveness, *Educational Finance, *Educational Technology, Educational Television, *Elementary Secondary Education, *Futures (of Society), *Instructional Media, Problem Solving, Resource Allocations

Scenarios depicting both positive and negative alternative futures were prepared to serve as a source of ideas in this study of ways to achieve better schools for less money. Included are (1) a disaster scenario based on piecemeal, reactive solutions; (2) a scenario based on applications of "big media"; (3) a scenario based on individualized instruction using "little media"; (4) a "history" of technology failures in education; and (5) a "success" scenario based on rational problem solving and the design processes of educational technology. Scenario preparation led to the identification of questions which should be addressed: Can schooling be made efficient and effective without an assessment of goals? Can education be improved if it is viewed as a teaching process? How can we determine whether schooling is as effective as it should be? Is it possible to bring about change in the schools? Parameters which can be varied to alter educational costs were also identified. This is the second in a series of three reports; the first provides a review of the literature on the costs and effectiveness of educational technology, and the third presents five scenarios on cost reduction in higher education. (Author/RAO)

BEST COPY AVAILABLE

DIALOG File1: ERIC - 66-82/Aug (Item 68 of 82) User 8645 3sep

ED170549 CE020733
The System of Distance Education. Papers to the ICCE International Conference (10th, Brighton, Great Britain, May 12-18, 1975).
Ljosa, Erling, Ed.
International Council on Correspondence Education.
16 May 1975 248p.; For a related document see CE 020 734
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: United Kingdom; Great Britain
Journal Announcement: RIEOCT79
This report contains forty papers presented at the tenth International conference of the International Council on Correspondence Education. The conference theme is described as one analyzing educational and administrative sub-systems and components, with reference to their purposes, significance, characteristics, interrelationship, and cost effectiveness. Also addressed are the implications of these functions for the evaluation of distance education programs with respect to information counseling, student activities, and two-way communication and, on the other hand, marketing and management. Papers in the first of four sections explore the system of distance education. For example, Renee F. Erdos describes "The System of Distance Education in Terms of Sub-Systems and Characteristic Functions." Section 2 focuses on the modes of teaching in distance education. A sample offering from this section is John Cain's "Mass Media--Educational Television and Radio." Section 3 reviews distance education and the open learning trend; for example, one selection by Paul Chang Min Phang deals with "Planning and Administering a University Off-Campus Academic Programme in a Plural Society." In the final section student service, student activity, and two-way communication are examined. For instance, in this section David M. Young discusses the "Characteristics of Informative Publicity Material and the Pre-Enrolment Correspondence." (CSS)
Descriptors: *Access to Education; Adult Education; Communication (Thought Transfer); Conference Reports; *Correspondence Study; Curriculum Development; Developed Nations; Developing Nations; *Educational Development; Educational Finance; Educational Radio; Educational Research; Educational Television; External Degree Programs; Higher Education; Information Dissemination; Media Selection; Models; *Nontraditional Education; *Open Education; Opinions; Postsecondary Education; Program Descriptions; Program Development; Student School Relationship; Teacher Education; *Teaching Methods; Telephone Instruction
Identifiers: *Distance Education

Open Access, Satellite Education Service (OASES): Final Annual Report. Oklahoma City: South Oklahoma City Junior College, 1979. 187p. ED 170 001.

This report assesses the Open Access, Satellite Education Services (OASES) program, a joint venture between South Oklahoma City Junior College and the Metropolitan Library System of Oklahoma County designed to provide adult education opportunities to all segments of the area's urban population. Program goals are outlined in terms of numbers of program participants (by age, ethnic background, residence, and payment mechanism used), participant evaluation of classes, effects of publicity and recruitment on enrollment, counseling effectiveness, activities summary, and library programming. Tables summarize the general characteristics of the target community, obstacles to adult education (e.g., transportation, child care, cost of classes), and non-credit, credit, and special program and workshop course offerings. Also included are a survey of student evaluations of OASES programs; sample pages of the "Central Oklahoma Educational Resource Directory"; an OASES cost effectiveness study; supervisors' responses to evaluators' criteria for effective joint programming; results of a survey of library users; letters of support; evaluations of the administration, the mid-management and planning, and the advisory committee and other OASES staff; and a budget report.

BEST COPY AVAILABLE

ED174096 HE011437

Attrition-Completion Study in an Open University. AIR Forum 1979 Paper.

Hammer, P.; Smith, W. A. S.

May 1979 35p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: Canada; Alberta

Journal Announcement: RIEDEC79

Attrition and completion was studied at an open university, the Athabasca University in Canada. The multiple-choice and open-ended questionnaire asked students to indicate why they withdrew or completed the course and to specify the conditions under which they could pursue their studies. Of the 58 questionnaires mailed, 55 percent of the withdrawal questionnaires and 86 percent of the completion questionnaires were returned. Six areas that may have policy implications are: pacing/timeline restrictions on student progress, range of advanced course offerings, credit-noncredit options, course improvements, stop-out students, and open admissions. A literature review on variables related to attrition or completion and on attrition or completion variables in distance education is provided. The following terms are defined and discussed: nonstart, persister, suspension, extension, completion, transfer, graduation, withdrawal, attrition, dropout, and attrition rate. (SW)

Descriptors: *Attendance Patterns; College Attendance; *College Students; Conference Reports; Dropout Attitudes; *Dropout Characteristics; Foreign Countries; Higher Education; *Institutional Research; *Open Education; *School Holding Power; Student Attitudes

Identifiers: *AIR Forum 1979

ED170550 CE020734

The System of Distance Education - Vol 2: Proceedings Papers to the ICCE International Conference (10th, Brighton, Great Britain, May 12-16, 1975).

Granholm, Gunnar W., Ed.

International Council on Correspondence Education.

1976 121p.; For a related document see CE 020 733

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143); CONFERENCE PROCEEDINGS (021)

Geographic Source: United Kingdom; Great Britain

Journal Announcement: RIEOCT79

This book contains four sections of supplementary papers contributed to the tenth international conference of the International Council on Correspondence Education (ICCE); the minutes of the ICCE business section; four chapters dealing with the main conference sub-themes; general conference and ICCE information; and the present ICCE constitution. Fourteen supplementary conference papers are grouped among four areas:

(1) the system of distance education; (2) modes of teaching in distance education; (3) distance education and the open learning trend; and (4) student services, student activity, and two-way communication. (CSS)

Descriptors: *Access to Education; Adult Education; Communication (Thought Transfer); Conference Reports; *Correspondence Study; Developed Nations; Developing Nations; *Educational Development; Educational Research; External Degree Programs; Higher Education; Media Selection; Nontraditional Education; *Open Education; Opinions; Postsecondary Education; Program Descriptions; Program Development; Student Evaluation; Teacher Education; *Teaching Methods

Identifiers: *Distance Education

BEST COPY AVAILABLE

ED175447 IR007614

Mission of the Future. Proceedings of the Annual Convention of the Association for the Development of Computer-Based Instructional Systems. Volume I: General Session Papers and Project Reports (San Diego, California, February 27 to March 1, 1979).

Association for the Development of Computer-based Instructional Systems.

Mar 1979 332p.; Legibility varies; For related documents, see IR 007 614-616

Available from: Western Washington University, Bellingham, Washington 98225 (3 Volumes, $30.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN80

The first of three volumes of papers presented at the 1979 ADCIS convention, this collection includes most of the 30 papers presented at the general session and 34 project reports. The general session opened with seven papers on various aspects of videodisc technology and five papers describing phases in the life of CBE sites. The remaining presentations were concerned with a variety of topics, such as the use of a speech synthesizer with CBI, intelligent instruction systems, learning theory, evaluation, training teachers and administrators in computer applications, learner interaction in CAI, course development, authoring, and the application of bibliographic information retrieval techniques to CBE materials; a report on the development and implementation of CICERO at the Open University for distance learning is included. Projects described in brief reports include a university educational technology center, simulations for medical training, business applications, providing feedback in very large classes, CAI for the deaf, and CAI at several educational levels. Some papers include brief bibliographies. (RAO)

Descriptors: *Computer Assisted Instruction; Computer Managed Instruction; Conference Reports; Educational Technology; Elementary Secondary Education; Interaction; Learning Theories; Man Machine Systems; Medical Education; Minicomputers; Models; Postsecondary Education; *Simulation; *Videodisc Recordings

Identifiers: BASIC Programing Language; COBOL Programing Language; PLATO

BEST COPY AVAILABLE

ED183034 HE011967

The Universidad Nacional Abierta of Venezuela. A Case Study in Distance Learning Systems.

Friedman, H. Z.

Open Univ., Walton, Bletchley, Bucks (England).

Nov 1978 34p.; For related documents see HE 011 968, HE 012 015 ; Prepared at the Centre for International Cooperation and Services.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEJUL80

A brief description of the country of Venezuela (geography, population, economy, internal communications, and politics) and its educational system introduce a description of the Universidad Nacional Abierta (UNA). The UNA was opened in July 1978 to expand the national system of higher education by the use of distance learning techniques. These elements of the institution's history and operations are outlined and briefly described: origins in history and legislation; intended clientele; curriculum plan; course distribution; student admission, registration, and records; regional resource centers and facilities; student examinations; administration and organization (including governance, policy formation, academic units, financial control, and educational research); staff; and budget. Appended are maps of population distribution in the country and the proposed regional network of the university, and charts illustrating the course and credit structure and the management structure. (MSE)

Descriptors: Access to Education; Admission (School); Budgets; Case Studies; College Administration; Curriculum; *Developing Nations; Educational History; Educational Research; *Extension Education; *External Degree Programs; *Foreign Countries; Geographic Distribution; Governance; Higher Education; Postsecondary Education; Rural Areas; *State Universities; Student Evaluation

Identifiers: *Open University (Great Britain); *Universidad Nacional Abierto of Venezuela; Venezuela

ED 175 588 RC 011 386
Foshee, Jane E.
P.A.S.S. Program (Portable Assisted Study Sequence).
Parlier Unified School District, Calif.
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
Pub Date—78
Note—24p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Records, Bilingual Education, *Correspondence Courses, Correspondence Study, Course Organization, *Credits, English Instruction, Enrollment, Extension Education, Graduation Requirements, *High School Students, *Migrant Education, *Migrant Youth, Non English Speaking, School Districts, Secondary Education, Unit Plan
Identifiers—*California, PASS Program, *Portable Assisted Study Sequence Program

Motivated migrant students can accumulate some credits necessary for high school graduation via the Portable Assisted Study Sequence (PASS) Program of correspondence courses. Migrant students enrolled in any high school district in California may also enroll in a PASS course to make up credit deficiencies in reading, English, speech, general math, algebra, U.S. history, Mexican American history, American government, general science, outdoor study, and work experience. Students may continue to work through Parlier and accumulate credits as they migrate throughout the state. The adapted curriculum follows the approved and accredited course of study. Courses are organized into units; partial credit is given for unit completion. Some courses are bilingual (Spanish and English) and others have bilingual instructions to aid the limited English speaking student. Certified counselors or teachers serving as contact persons for the program enroll students in PASS by completing and submitting a Student Learning Plan, a PASS Enrollment Form for a selected course, and Migrant Student Record Transfer System forms (copies included). Course materials are sent to the student via the contact person who administers the course locally. (SB)

ED 176 121 CE 022 798
GI Bill Benefits for Flight and Correspondence Training Should Be Discontinued. Report by the Comptroller General of the United States.
Comptroller General of the U.S., Washington, D.C.
Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.
Pub Date—24 Aug 79
Note—41p.; Some of the appendix pages will not reproduce well due to small print
Available from—U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W. Washington, D.C. 20548 (One copy free; Additional copies $1.00 each)
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Correspondence Courses, *Federal Aid, *Flight Training, Job Placement, Job Training, *Program Evaluation, *Veterans Education
Identifiers—General Accounting Office, *Veterans Administration

At the request of the Senate Committee on Veteran's Affairs, the General Accounting Office (GAO) surveyed a representative sample of veterans who had completed flight training or correspondence courses within the last five years to determine whether their full time occupations were related to the training they had received. The GAO's review showed that only about 16 percent of flight-trained veterans and 34 percent of correspondence-trained veterans have full time jobs related directly to their training. Also found was that the employment survey reports submitted to the Veteran's Administration (VA) by vocational technical schools do not show whether most veterans obtained training related employment or to what extent such employment represents the veteran's primary vocational pursuit and major source of occupational income. Based on the findings, the GAO supported the proposed legislation submitted by the VA to terminate GI bill benefits for flight and correspondence training. (JH)

ED 177 296 CE 020 449
Thornton, Robert Mitchell, Ian
Counseling the Distance Learner: A Survey of Trends and Literature.
Adelaide Univ. (Australia).
Pub Date—Sep 78
Note—37p.; Research sponsored by grants from the South Australian Government
Available from—Adelaide College of the Arts and Education, 46 Kintore Avenue, Adelaide, South Australia, Australia 5000 ($5.00; $3.50 for five or more)
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Counseling, Adult Education, Correspondence Study, Counseling, Counseling Services, *Educational Counseling, Educational Technology, Extension Education, *External Degree Programs, *Nontraditional Students, *Open Education, Outreach Programs, Research Needs, Student Needs

From the perspective of counseling the distance learner, this paper explores trends in literature which might reflect increased awareness of the needs of the non-traditional student and the establishment and mobilization of resources to meet those needs. It is noted that comparatively little has been written in this specialized field so that a major purpose is to provide focus for further work. The need for counseling for non-traditional students is documented in the context of worldwide expansion of non-traditional programs. Educational brokering–independent learning consultants functioning as intermediaries between diverse groups of students and the vast array of learning resources in their community–is highlighted as an encouraging component of any open education system. It is postulated that the need for counseling and information among non-traditional learners is greatest at the beginning of their study and that higher withdrawal rates among external students as compared to internal ones may be largely due to need for counseling. Four types of communication technology for distance counseling are examined: correspondence counseling, audio-cassette counseling, telephone counseling (five methods), and face-to-face counseling (three ways). Issues are also raised with regard to counseling the academic staff who work with distance students. Conclusions point up need for investigation of needs of non-traditional students, independent counseling services, training of special-

ED 177 830 EC 121 599
Independent Study Projects Guide. Talented and Gifted Students, Number 2.
Alice Independent School District, Tex.
Pub Date—Aug 77
Note—326p.; For related information, see EC 121 598. Best copy available
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Art, Art Activities, Drama, English, *Gifted, *Independent Study, *Learning Activities, Mathematics, Music, Sciences, Secondary Education, Social Studies, *Talented Students, Vocational Education

Intended for secondary student use in the Talented and Gifted Students Program, the guide lists independent study activities in eight areas. It is explained that areas not usually covered in traditional courses of study are included to encourage indepth and open ended exploration of special interests, and that the projects focus on enhancing higher cognitive processes–analysis, synthesis, and evaluation. Information on time required, performance objectives, learner outcomes, and grade level is listed along with a description of the activities and resource suggestions for the following eight areas (sample activities in parentheses): art (free form sculpture, ceramics, relief collage); English (genealogy, science fiction, creative writing, use of reference materials); drama (period costuming, sound and light); mathematics (geometric designs in homes, stock market, the computer); music (recording techniques, madrigal music, acoustics); science (metric system, volcanoes, salt water aquarium); social studies (genealogy, current events, job opportunities in law enforcement); and vocational education (computer use, room decoration, self defense, marriage, home repair service) (CL)

ED 177 922 HE 010 530
Sachsenmeier, Peter
Correspondence Courses: A Guide for Authors of Course Units. A Report of Some Experiences and Practices at the Open University.
German Foundation for International Development, Bonn (West Germany). Education, Science and Documentation Div.
Pub Date—Jun 78
Note—15p.
Available from—German Foundation for International Development, Education and Science Branch, Simrockstr. 1, 5300 Bonn, West Germany
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authors, Consultants, *Correspondence Courses, *Curriculum Development, Curriculum Guides, Foreign Countries, *Guidelines, Higher Education, *Publications, *Textbook Content, *Textbook Preparation
Identifiers—Kenya, Open University (Great Britain)

A guide for authors of correspondence course units is presented to aid staff and consultants who will develop a correspondence cum residential course in curriculum development at the Kenya Institute of Education. The guide is based on observations at the Open University at Milton Keynes. The following areas are considered: the contribution of consultants, the length and level of the correspondence text, objectives of the text, activities and self-assessment questions within the text, types of readings specified in correspondence texts, tutor marked assignments and final examinations, and stages of production of course units at the Open University. The following stages of production are described: synopsis, draft I, draft II, faculty editing, developmental testing, external assessment, draft III, faculty editing, and handover. Additional matters include galley proofs, deadlines, text references, copyright issues, illustrations, and format and style. (SW)

ED 177 924 HE 011 092
Taylor, John A.
The Open University Is for You.
Pub Date—[79]
Note—37p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Cooperation, College Curriculum, *Curriculum Development, *External Degree Programs, Higher Education, Independent Study, *Instructional Innovation, *Instructional Materials, International Educational Exchange, Pilot Projects, Technology Transfer
Identifiers—*Open University (Great Britain), *Southern Illinois University Edwardsville

Implementation of Open University courses from Great Britain into the Southern Illinois University at Edwardsville system is described. The following aspects of the program in general and of implementation are discussed: the method by which Open University courses offer education to students; the problem of selecting among Open University courses the specific courses for pilot implementation at an American university; and means by which Open University courses may be made to interlock with each other and also with conventional programs. Two important technical matters are the sum of initial seed money required for beginning Open University work and the way in which Open University courses might be guided through the process of approval for academic credit at an existing American university. An office will have to be established for Open University purposes, and students will have to be selected, recruited, admitted, and processed. An additional requirement is staffing the program. (SW)

BEST COPY AVAILABLE

ED 177 925 HE 011 093
Courses for Associate Students, Prospectus 1979.
The Open University.
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date—79
Note—81p.
Available from—The Open University, Walton, Milton Keynes, MK7 6AA, England
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Associate Degrees, Catalogs, *College Curriculum, College Students, Correspondence Study, Educational Counseling, *External Degree Programs, Foreign Countries, Guides, Higher Education, Home Study, Program Guides, Telecourses, *Undergraduate Study
Identifiers—*Open University (Great Britain)
A guide of the associate student program at the Open University in England describes the system of study, 1979 courses, community education courses, future plans, relationship between the undergraduate and associate student program, and the higher degree program. Information is provided on correspondence material, radio and television broadcasts, set books and background reading, tuition and counseling, assignment and examinations, summer schools, home experiment kits, the advisory service for applicants, and types of certification open to associate students. Courses for 1979 are described and are divided into the following sections: inservice education of teachers, health and social welfare, other courses developed in the post-experience course unit, and courses drawn from the undergraduate program. The community education courses last between 8 and 14 weeks and the level of demand differs from other course offerings. (SW)

ED 177 926 HE 011 094
Guide for Applicants for 1980 BA Degree Courses.
The Open University.
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date—78
Note—55p.
Available from—The Open University, Walton, Milton Keynes, MK7 6AA, England
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bachelors Degrees, Catalogs, College Admission, *College Curriculum, College Freshmen, Correspondence Study, Educational Counseling, *External Degree Programs, Foreign Countries, Guides, Higher Education, Home Study, Program Guides, *Student Application, *Undergraduate Study
Identifiers—*Open University (Great Britain)
A guide for applicants for 1980 B.A. degree courses at the Open University in England describes what the university provides, courses in the B.A. degree program, and how to apply. For the student who is uncertain of what he wants to study, the introduction provides a brief guide to other study opportunities. Information is given on the associate student program and higher degrees as well as the B.A. program. The system of study at home, correspondence material, set books and background reading, radio and television study centers, tuition and counseling, assignments and examinations, and summer schools are described. Information is also provided on the advisory service for applicants, preparatory study, study techniques, language and mathematical skills, and special study difficulties. In addition to a full list of courses in the B.A. degree program, first-year courses are described. Instructions on application and registration and fees and financial assistance are included. (SW)

ED 178 008 HE 011 926
Gross, Ronald
The Lifelong Learner.
Pub Date—77
Note—190p.
Available from—Simon and Schuster, 1230 Avenue of the Americas, New York, NY 10020 ($9.95)
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Adult Development, *Adult Learning, *Adult Students, Case Studies, Continuation Education, *Continuous Learning, Discovery Learning, Educational Philosophy, *Experiential Learning, External Degree Programs, Independent Reading, *Independent Study, Individual Study, Open Education
Identifiers—*Lifelong Learning, *Nontraditional Education
Designed to provide a general guide and stimuli for lifelong learning, this book examines all the positive factors of independent study. Lifelong learning is defined as self-directed growth free from the traditional schooling procedures. Chapters discuss the following: the lifelong learner; profiles of such learners in action; how to be self-directed; how to learn; the "Invisible University"; and what basic books to read to start a learning experience. Presented are case studies of such typical people as Tillie Lewis, who learned to grow pomodoro tomatoes in California when most thought it impossible, to famous self-taught individuals like Malcolm X, who acquired his education while serving time in the Norfolk Prison Colony. The Invisible University is a term constructed by the author to represent the wealth of new and informal arenas for learning: learning exchanges, educational brokers, networks of amateur scholars, libraries, television and many others. Self-education is promoted not only for the individual benefits but also for the social implications of creating a society of free, lifelong learners. A basic bookshelf list is given to help the individual become acquainted with the possibilities within each person to become an independent learner. Included are such books as: Gail Sheehy's "Passages: Predictable Crises of Adult Life" (1976); Ari Kiev's "A Strategy for Daily Living" (1973); Allen Tough's "The Adult's Learning Projects" (1971); and Carlos Castaneda's "The Teachings of Don Juan" (1969). (LC)

ED 180 021 CS 502 731
Hughes, Geoffrey
Teletext-Prestel's Big Brother.
Pub Date—Sep 79
Note—12p.; Paper presented at the Annual Meeting of the International Institute of Communications (London, England, September 9-13, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Communications, Delivery Systems, Foreign Countries, Information Services, *Information Sources, Information Storage, Information Utilization, *Media Technology, *Telecommunication, *Telephone Communication Systems, *Television
Identifiers—Advertising, *Great Britain, *Teletext System
Prestel, Oracle, and Ceefax are telephone based video text systems currently in use in Great Britain. Rather than being considered as competitors, they should be viewed as complementary media with separate functions based on their differences. All use home television sets to receive information in print, and all broadcast on spare TV lines in the vertical interval, or space between the pictures. Prestel is an interactive system in which viewers can send messages to a computer and interact with the system. After viewing a table of contents, viewers can request specific pages from the computer. Prestel has the capacity to carry hundreds of pages dedicated to special information needs of consumers, such as a specific sector of industry. Oracle and Ceefax are teletext systems sponsored by ITV and BBC, respectively, in which the viewer can only interact with the receiver and must wait for the page wanted to come around on the cycle. A hundred page cycle now takes about 22 seconds; improvement of access time is planned. Teletext is now a broadcast service with no charge that provides entertainment pages and television related information such as serial updates, film reviews, and program listings. Future possibilities for the teletext systems include supporting television with advertising, subtitling, regionalization of services, and increased telesoftware programs. (MKM)

ED 180 818 SE 029 661
Carlello, Richard P.
An Analysis of Time Spent Reading in Programmed Instruction.
Pub Date—[77]
Note—8p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Mathematics, Content Reading, Higher Education, Independent Reading, *Mathematics Instruction, Probability, *Programed Instruction, *Programed Materials, Programed Texts, Reading Materials, *Reading Rate, Textbooks
Sixty undergraduates were given one of five programmed mathematics texts. The texts were either completely programmed, programmed only for definitions, programmed only for calculations, programmed only for conceptual information, or not programmed at all. Time spent reading each section of the eight-unit text was recorded and a 24-question posttest was administered. The results showed that although programming increased the time spent reading the programmed sections, it did not enhance posttest performance on the material in those sections. An explanation of programmed instruction based on a simple time-spent model is discussed. (Author/MK)

ED 181 890 IR 007 958
Parker, Lorne A., Comp. Riccomini, Betsy, Comp.
The Status of the Telephone in Education. Annual International Communications Conference (2nd).
Wisconsin Univ., Madison. Center for Interactive Programs.
Pub Date—76
Note—230p.; Legibility varies; For related documents, see IR 007 958-962
Available from—Center for Interactive Programs, 975 Observatory Drive, Madison, WI 53706 ($15.00)
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, Diagrams, Dial Access Information Systems, *Educational Technology, Higher Education, *Information Networks, *Teleconferencing, *Telecourses, *Telephone Communication Systems
This report of a conference on the use of telephone technology in education includes 43 papers which deal with such areas as the use of the telephone in teleconferencing, designing teleconferencing programs, staff meetings, health professional continuing education, telecourses,communicaton and information networks, tutoring, party-line education, dial access information systems, and several case studies. (CMV)

ED 181 891 IR 007 959
Parker, Lorne A., Comp. Riccomini, Betsy, Comp.
The Telephone in Education. Book II. Annual International Communications Conference (3rd).
Wisconsin Univ., Madison. Center for Interactive Programs.
Pub Date—77
Note—204p.; Legibility varies; For related documents, see IR 007 958-962
Available from—Center for Interactive Programs, 975 Observatory Drive, Madison, WI 53706 ($15.00)
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, Communication Satellites, Diagrams, Diffusion, *Educational Technology, Higher Education, *Information Networks, Media Research, Telecommunication, *Teleconferencing, *Telecourses, *Telephone Communication Systems
This report of a conference on the use of telephone technology in education includes 33 papers which deal with such areas as the use of the telephone in the administration of a telephone network or conference system, support services, program evaluation in telecommunication, program planning, teleconferencing, computer control of teleconferencing, agricultural extension programs, professional continuing education, teleconferencing in the Public Service Commission, experiments in Canada with the communications technology satellite, telecourses, instructional design, and innovation and change in higher education. Several case studies are included. (CMV)

BEST COPY AVAILABLE

ED 181 892 IR 007 960
Monson, Mavis Ed. And Others
A Design for Interactive Audio.
Wisconsin Univ., Madison. Center for Interactive Programs.
Pub Date—Apr 77
Note—128p.; For related documents, see IR 007 958-962
Available from—Center for Interactive Programs, 975 Observatory Drive, Madison, WI 53706 ($10.00)
Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Annotated Bibliographies, Audio Equipment, Diagrams, *Instructional Design, Media Research, *Program Administration, Program Descriptions, Teaching Techniques, Technical Reports, *Teleconferencing, Telephone Communication Systems
This book contains five articles which examine the areas of administration and instructional design, as well as the technical components of a teleconferencing system; included is an annotated bibliography on telephone education/communications which lists articles on research and theory, administration, technical components, instructional design, case studies, and teleconferencing systems. The instructional design articles focus on the ingredients of program design which maximize effectiveness of an interactive audio system. Research in listening, learning, communications, group interaction, and adult education is related to successful teaching techniques developed by instructors experienced in teaching via telephone. The articles on administration explore the overall organization of a teleconferencing system and present an overview of a modal system, with emphasis on program promotion, registration procedures, local site facilitators, and evaluation methods. The technical article describes the requirements and general design criteria for a system for teleconferencing, including the station equipment, the control center, and the transmission system. Practical solutions to problems encountered during the development and implementation stages of teleconferencing systems are suggested. (Author/CMV)

ED 181 893 IR 007 961
Gilbertson, Dennis A. Comp. Riccomini, Betty, Comp.
Technical Design for Audio Teleconferencing.
Wisconsin Univ., Madison. Center for Interactive Programs.
Pub Date—78
Note—172p.; Legibility varies; For related documents, see IR 007 958-962
Available from—Center for Interactive Programs, 975 Observatory Drive, Madison, WI 53706 ($15.00)
Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Audio Equipment, *Business, Case Studies, Diagrams, *Higher Education, *Industry, Program Descriptions, *Teleconferencing, Telecourses, Telephone Communication Systems, Television, *Use Studies
Data on the basic components of teleconferencing and descriptions of its uses in education, business, and industry are provided in 17 individual reports. These reports include overviews and case studies of educational telephone networks, teleconferencing transmission systems and equipment, visual systems for teleconferencing, slow scan television, controlled scan television, an automatic telephone access library storage system, computer control of teleconferencing, and combining teleconferencing with tele-writing in continuing engineering education. (CMV)

ED 181 894 IR 007 962
Baird, Marcia, Comp. And Others
Dial Access: A Way to Spread Your Message.
Wisconsin Univ., Madison. Center for Interactive Programs.
Pub Date—Jun 79
Note—283p.; Legibility varies; For related documents, see IR 007 958-962
Available from—Center for Interactive Programs, 975 Observatory Drive, Madison, WI 53706 ($15.00)
Pub Type— Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Communication (Thought Transfer), *Community Information Services, *Dial Access Information Systems, Health Education, Information Centers, *Information Dissemination, Information Retrieval, Information Services, Information Sources, Program Descriptions, *Program Evaluation
This collection of 32 reports presents information on a variety of dial access systems and addresses such specific issues as programming, promotion, evaluation, and community involvement. Individual reports discuss a public library's dial access service, a tape library of financial information, information services in child care, a teacher training demonstration project, adult and continuing education, cost-effectiveness, campus information centers, recorded health and medical information, health education resources for physicians and consumers, and telephone access to audio cartridges. (CMV)

ED 183 203 IR 008 152
Fairholm, Gilbert W.
Telemedia Technology. Telecommunications Study Commission, Working Paper No. 5.
Virginia State Telecommunications Study Commission, Richmond.
Pub Date—23 Aug 79
Note—24p.; For related documents, see IR 008 153, IR 008 158, and IR 008 160
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cable Television, *Delivery Systems, *Educational Television, Fixed Service Television, Programing (Broadcast), *Public Television, State Programs, *Telecommunication
Identifiers—*Virginia
This report presents an overview of the distribution formats for instructional television. While broadcast means of distribution have ben the mainstay of instructional television in the past, there are at least three television technologies that are considered as appropriate delivery mechanisms: over the air transmission, including broadcasting, instructional television fixed services, and satellites; wire or cable transmission, such as cable television and common carrier services; and copy technologies such as video tape, video cassette, video disc, facsimile, and print Braille. Each of these formats is discussed and considerations for their use for educational programming are presented. (Author/RAO)

ED 183 204 IR 008 155
Uhlmann, Judith
The Role of a Central State Agency in Television. Telecommunications Study Commission, Working Paper No. 6.
Virginia State Telecommunications Study Commission, Richmond.
Pub Date—23 Aug 79
Note—32p.; For related documents, see IR 008 152-160, IR 008 162, and IR 008 164-165
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agency Role, Cable Television, Educational Television, Public Television, Radio, *State Agencies, State Programs, *Statewide Planning, *Telecommunication, Telephone Communication Systems
Identifiers—*Virginia
This report describes the Virginia Public Telecommunications Council, an agency formed to manage and coordinate the Commonwealth's investments in and uses of all kinds of telecommunications services, facilities, processes, capacities, and products. In this respect they act as professional consultant, liaison officer, approval authority, planner, program evaluator, policy analyst, and staff advisor to state agencies, institutions, localities, and nonprofit telecommunications entities. Their legal authority, current functions, and future priorities are explained and an appended program exhibit is provided, detailing the council's organization, program justification, and program descriptions. (Author/RAO)

ED 183 205 IR 008 155
Schneider, Frederick C.
Instructional Television in Virginia. Telecommunications Study Commission, Working Paper No. 8.
Virginia State Telecommunications Study Commission, Richmond.
Pub Date—23 Aug 79
Note—33p.; For related documents, see IR 008 153, IR 008 156, and IR 008 158
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agency Role, Cable Television, *Educational Television, Financial Support, Management, Programing (Broadcast), *State Agencies, *State Programs, *Telecommunication
Identifiers—*Virginia
The role of state organizations in instructional television programming, program selection, production, and distribution are discussed and the overall management, funding, and cost forecasting for ITV are explored. Instructional television in Virginia, as discussed in this paper, is defined as the presentation via video format of information to be used in a regular course of instruction for credit at any academic level and can include any programming available over a broadcast or cable system that is used by an instructor as part of the course. The agencies and organizations most involved with the delivery of ITV programming in the Commonwealth are the Virginia Public Telecommunications Council, the Regional Schools Contract Planning Committees, the Department of Education, and the Public Television Stations staff. (RAO)

ED 183 206 IR 008 156
Schneider, Frederick C.
Higher Education Uses of Telemedia in Virginia. Telecommunications Study Commission, Working Paper No. 9.
Virginia State Telecommunications Study Commission, Richmond.
Pub Date—23 Aug 79
Note—8p.; For related documents, see IR 008 153, IR 008 155, IR 008 158, and IR 008 162
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Problems, Educational Television, *Higher Education, *Interinstitutional Cooperation, *State Programs, Statewide Planning, *Telecommunication
Identifiers—*Virginia
This review of the problems encountered in the use of telecommunications for higher education in the Commonwealth of Virginia points out that there is no agency or organization that has taken the lead in coordinating and facilitating the organized growth and development of television services with and among all institutions. Insufficient in-place support systems and a lack of institutional as well as statewide planning are seen to be reasons for extensive duplication of capabilities and accumulation of incompatible equipment throughout the state. Examples of systems developed at individual institutions are cited to demonstrate both their potential and problems in the implementation of such systems on a statewide basis (RAO)

BEST COPY AVAILABLE

DIALOG File1: ERIC - 66-82/Aug (Item 60 of 82) User 8645 3sep82

ED183037 HE012015

The Everyman's University, Israel. A Case Study in Distance Learning Systems.

Seligman, David

Open Univ., Walton, Bletchley, Bucks (England).

Jan 1979 71p.; For related documents see HE 011 967-968 ; Centre for International Cooperation and Services.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEJUL80

A brief description of Israel (physical setting, population, society and culture, economy, politics, and communications) and its educational system introduce a description of Everyman's University. Everyman's University is a nontraditional institution offering postsecondary education by extension to a nontraditional college population. Elements of its history, purposes, organization, academic offerings, and resources are outlined, with brief narrations. These categories are included: origins; intended clientele; entry qualifications; degree programs; media and methods of instruction (correspondence study, television, radio, audio cassettes, home experiment kits, syllabi, and study centers); methods of course creation, production, and distribution; student admission, registration, and records procedures; facilities; student financial aid; assessment and examination models and procedures, including special instructions on the awarding of credit; institutional organization and administration; academic, financial, and policy control mechanisms; staff and budget; and plans for development. Appended are data on courses offered, student characteristics, registration, persistence, and organizational charts. (MSE)

Descriptors: *Access to Education; Administrative Organization; Admission Criteria; Budgets; Case Studies; *Correspondence Study; Courses; Degrees (Academic); Educational Facilities; Educational Technology; Enrollment; *Extension Education; *External Degree Programs; *Foreign Countries; Futures (of Society); Higher Education; Home Study; Student Characteristics; Student Evaluation; Student Financial Aid; Vocational Education

Identifiers: *Everymans University (Israel); *Open University (Great Britain)

BEST COPY AVAILABLE

ED183035 HE011968

The Allama Iqbal Open University, Pakistan. A Case Study in Distance Learning Systems.

Kaye, A. R.

Open Univ., Walton, Bletchley, Bucks (England).

Nov 1978 33p.; For related documents see HE 011 967, HE 012 015 ; Prepared at the Centre for International Cooperation and Services.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEJUL80

A brief description of Pakistan (physical setting, population, economy, government, communications, and rural development program) and its educational system introduce a description of the Allama Iqbal Open University (AIOU) in Islamabad. AIOU was established by the Pakistani government primarily to provide adult and continuing education through mass media. Brief descriptions are given of these elements of the institution's history and operation: policy and legal origins; intended clientele; curriculum offerings and organization; media and methods of instruction; course creation, production, and distribution; student admission, registration, and records; regional offices, support services, and student financial aid; student evaluation; organization and administration; governance; financial control; institutional research; and staff and physical facilities. (MSE)

Descriptors: Access to Education; Admission Criteria; Ancillary Services; College Administration; Curriculum; Delivery Systems; *Developing Nations; Educational History; Educational Policy; *Educational Technology; *Extension Education; *External Degree Programs; Facilities; *Foreign Countries; Governance; Higher Education; Institutional Research; Mass Media; Postsecondary Education; Rural Areas; Student Evaluation; Student Financial Aid; Teaching Methods

Identifiers: *Allama Iqbal Open University (Pakistan); *Open University (Great Britain)

ED184467 HE012494

A Case Study in Distance Learning Systems: The Free University of Iran.

Goodenough, Stephanie

Open Univ., Walton, Bletchley, Bucks (England).

Oct 1978 46p.; Colored pages may not reproduce clearly.

Available from: The Open University, Centre for International Cooperation and Services, Walton Hall, Milton Keynes, MK7 6AA, Bucks, England.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom/ England

Journal Announcement: RIEAUG80

A case study of The Free University of Iran, an Open University school with a distance learning system, is presented. Areas of discussion include characteristics of the country, the educational system of Iran, and the university. Specific topics include: the physical setting of Iran; the population; society and culture; economic development and educational planning; four stages in the development of Iran's education system; origins of the Free University of Iran; the entrance examination; courses; the teacher education program; the health sciences program; the rural development program; the technician training program; instructional media and methods; programmed printed texts; broadcast material; home experiment kits; text production; broadcast and audiovisual production; delivery systems; student admission and registration; the study year; student enrollment; staffing patterns and structure; local study centers; three types of student assessment; and organization and administration of the university. (SW)

Descriptors: Allied Health Occupations Education/ Case Studies/ College Administration/ College Faculty/ College Programs/ *Cultural Context/ Curriculum Development/ Delivery Systems/ Educational Media/ Enrollment Rate/ External Degree Programs/ Foreign Countries/ *Higher Education/ *Institutional Characteristics/ Instructional Materials/ *Open Universities/ Physical Geography/ Politics/ Rural Areas/ School Organization / Sociocultural Patterns/ Socioeconomic Influences/ Student Evaluation/ Teacher Education/ Technical Education

Identifiers: *Free University of Iran/ *Iran

BEST COPY AVAILABLE

ED184466 HE012493

A Case Study in Distance Learning Systems: Costa Rica's Universidad Estatal a Distancia.

Rumble, G. W. S. V.

Open Univ., Walton, Bletchley, Bucks (England).

1978 52p.; Colored pages may not reproduce clearly.

Available from: The Open University, Centre for International Cooperation and Services, Walton Hall, Milton Keynes, MK7 6AA, Bucks, England.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEAUG80

A case study of Costa Rica's Universidad Estatal a Distancia, an Open University school with a distance learning system, is presented. Areas of discussion include characteristics of the country, the educational system of Costa Rica, and the university. Specific topics include: the physical setting of Costa Rica; the population; the economy; communications; the political situation; the educational system since the early 1970's; the national plan for higher education 1976-1980; origins of the Universidad Estatal a Distancia; characteristics of students; programs of study; curriculum development; television and radio instructional programs; student admission, registration, and records; types of student assessment, and the organizational structure of the university. (SW)

Descriptors: Case Studies; College Administration; College Admission; College Programs; *Cultural Context; Curriculum Development; Educational Finance; Educational Radio; Educational Television; External Degree Programs; Foreign Countries; *Higher Education; *Institutional Characteristics; *Open Universities; Physical Geography; Politics; School Organization; Sociocultural Patterns; Socioeconomic Influences ; Student Evaluation

Identifiers: *Costa Rica; /Universidad Estatal a Distancia

ED 183 943 CE 024 672

Lambert, Michael P., Ed. Welch, Sally R., Ed.

Home Study Course Development Handbook.

National Home Study Council, Washington, D.C.

Pub Date—80

Note—256p.

Available from—National Home Study Council, 1601 18th Street, N.W., DC 20009 ($15.00)

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Accounting, Adult Education, Audiovisual Aids, Authors, *Correspondence Study, Course Content, Course Objectives, Courses, *Curriculum Design, *Curriculum Development, Editing, *Home Study, Material Development, Multiple Choice Tests, Readability Formulas, *Test Construction, Textbook Preparation, *Textbook Publication

Intended for independent study directors, course authors, and directors of home based or distance learning projects, this collection of current, practical guides on correspondence course development contains fourteen chapters authored by practicing home study educators and experts in their field. From Theory to Practice lists steps in course production from subject selection through revision program implementation. Naming the Parts lists course components with a profile of a home study course and glossary included. Approaching Course Development offers guidance on planning. Supervising Course Authors discusses author selection and gives a sample author's contract. Writing Objectives shows how to prepare good instructional objectives. (A review quiz follows.) Working Magic with Manuscripts provides checklists for copy editing. Managing Text Readability discusses reading level formulas and provides practice examples. (The Dale list of 30,000 Familiar Words is appended.) Writing Examples uses practical examples in describing multiple choice test preparation. Audio Visual Material discusses their effective use. Course Design and Layout overviews techniques available to the course developer. Managing Course Production discusses step-by-step text production. (Proofreader's marks and glossary are appended.) Creative Course Packaging presents design principles. Completion Rate Studies defines terms, provides examples, and includes a quiz. Financial Analysis explains basic cost accounting principles (relationships among course price, volume, and profit analysis). (YLB)

ED 184 522 IR 008 183

Bates, Tony Kern, Larry

Alternative Media Technologies for the Open University. A Research Report on Costed Alternatives to the Direct Transmission of Audio-Visual Materials. Final Report. I.E.T. Papers on Broadcasting No. 79.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—78

Note—93p.; For related documents, see ED 119 664 and ED 154 797

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Audiovisual Aids, *Cost Effectiveness, Educational Radio, Educational Television, Foreign Countries, *Higher Education, Intermode Differences, *Media Selection, *Open Universities, Student Costs

This study examines alternatives to direct transmission of television and radio programs for courses with low student enrollment at the Open University. Examined are cut-off points in terms of student numbers at which alternative means of distributing audio or audio-visual materials become more economical than direct television or radio transmission, organizational and design implications of using alternative distribution systems, and recommendations regarding alternative methods. This final phase of the study explores comparative costings, the organizational and production implications of alternative media, and some possible implications for a new studio center and a renewed BBC/OU agreement. The central concern is to study those ways of providing audiovisual media in student homes that are likely to be feasible in the near future. An examination of university courses, student enrollment, broadcast times, and home based audiovisual equipment is presented. Costs are calculated for use per hour, per single tranmission, per repeat transmission, six year total, average per student (six years), likely number of users (six years), and a per user per repeat transmission category. Formats considered in this study include radio, records, flexidiscs, audio-cassette, television, video-cassette, multi-media, telephone teaching, teletext, electronic blackboards, digital audiovisual, and personal computers. (RAO)

ED 185 610 CS 502 870

Travaglini, Joseph

Serving New Audiences through an External Degree Program.

Pub Date—Apr 80

Note—7p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bachelors Degrees, *Career Development, College Credits, *Correspondence Study, Education Work Relationship, *External Degree Programs, Higher Education, *Independent Study, Individualized Instruction, Mastery Learning, Nontraditional Education, Program Descriptions

An individualized, undergraduate degree program at Central Michigan University offers a variety of instruction options to students whose career and personal circumstances limit their access to more traditional forms of higher education. The program, sponsored by the university's Institute for Personal and Career Development, is designed to accept transfer credit for previous relevant academic experiences, award credit for relevant career/life experiences, allow students to earn credit away from campus and by examination, offer a number of unique learning devices and delivery systems, and provide academic advisers who can assist students in constructing academic programs that fit. Individualized credit earning options include such activities as planning and implementing an academic program, preparing an experiential learning portfolio that contains descriptions and documentation of learning achieved through work or life experiences, mastering learning package courses, designing student initiated planned experiences, participating in arranging independent studies, and taking correspondence courses. The program is characterized by students working closely with academic resource persons, receiving relatively quick feedback and reinforcement, and being graded on the basis of having mastered learning objectives. (AEA)

ED 185 966 IR 008 233

Peters, Katherine A.

The Study Centers and Tutorial Services of the British Open University: A Council on Library Resources Project Report.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date—[77]

Note—46p.; Best copy available.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Correspondence Study, *Delivery Systems, Developed Nations, *Educational Development, *Extension Education, Home Study, *Open Education, Outreach Programs, Program Proposals, *Rural Areas, Study Centers

Services offered by the British Open University are examined to determine the feasibility of establishing similar programs and study centers for an external degree program at Kauai Community College, Kauai, Hawaii. This report covers the history and origin, organization, courses of study, delivery systems, staff, and students at the Open University, focusing on the management, function, and effectiveness of the study centers. Information-gathering methods include interviews with administrators, staff, and students; observation of tutorials and counseling sessions; visits to typical study centers; observation of TV and radio programs broadcast by the school; and examination of their correspondence texts and kits. The Open University policy of bringing resources to learners is examined through its programs and teaching methods, which include extensive use of mass communication and correspondence learning. Study centers, established to provide contact between students and tutor-counselors, are evaluated in terms of usefulness to students and importance of the counselor. Certain elements of the Open University are then selected as appropriate for application to Kauai Community College, allowing for a smaller population and financial resources. Study centers are seen as providing radio and TV equipment for students to "attend" courses, as well as conducting tutorials and counseling sessions. (SW)

ED 186 655 CE 025 023

Wentworth, Robert B., Ed.

Correspondence Education: Dynamic and Diversified. Volume 1: The Advance Papers. International Council for Correspondence Education World Conference (11th, New Delhi, India, November 8-15, 1978).

International Council for Correspondence Education.

Pub Date—78

Note—216p.; For a related document see CE 025 024.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Correspondence Schools, *Correspondence Study, *Counseling Techniques, *Educational Administration, *Educational Research, *Foreign Countries, Futures (of Society), Home Study, Independent Study, *Teaching Methods

This first volume of a two-volume report on the Eleventh World Conference of the International Council for Correspondence Education (ICCE) contains the advance papers presented at the conference. An introduction preceding these papers provides the ICCE president's message and an orientation by the host country, India. The 37 papers are organized into the following five categories: (1) correspondence education in general; (2) administrative practices; (3) teaching methods; (4) student counseling; and (5) applied research. Some of the topics addressed by these papers are predictions for the future of correspondence education; accreditation and enrollment concerns; financial concerns; the use of satellites, telecommunications, and computers; effective counseling techniques; and research trends and utilization. The biographies of program participants and guidelines for ICCE chairmen and rapporteurs are appended. (BM)

ED 186 656 CE 025 024

Wentworth, Robert B., Ed.

Correspondence Education: Dynamic and Diversified. Volume 2: Proceedings with the Additional Papers. International Council for Correspondence Education World Conference (11th, New Delhi, India, November 8-15, 1978).

International Council for Correspondence Education.

Pub Date—79

Note—306p.; For a related document see CE 024 023.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Correspondence Schools, *Correspondence Study, *Counseling Techniques, *Educational Administration, Educational Finance, *Educational Research, Educational Trends, *Foreign Countries, Home Study, Independent Study, Marketing, Student Characteristics, *Teaching Methods

This second volume of a two-volume report on the Eleventh World Conference of the International Council for Correspondence Education (ICCE) contains conference proceedings and additional papers. (The advance papers are presented in volume 1.) Presented along with the outline of the conference sessions is other related information such as an evaluation of the conference, guideline documents, and the ICCE constitution. Fourteen conference papers are included and organized into the following five categories: (1) correspondence education in general; (2) administrative practices; (3) teaching methods; (4) student counseling; and (5) applied research. Some of the topics addressed by these papers are adult education; Indian education; financial concerns; marketing concerns; student motivation; courses by cassette; research trends; and research data describing correspondence education students. (BM)

BEST COPY AVAILABLE

ED185883 HE012498

A Case Study in Distance Learning Systems: The University of Lagos Correspondence and Open Studies Unit.

Harry, Keith

Lagos Univ. (Nigeria).

1978 22p.; For related document, see HE 012 499

Available from: The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom/ England

Journal Announcement: RIESEP80

A case study of the correspondence and open studies unit of the University of Lagos, an Open University school, is presented. Areas of discussion include characteristics of the country, the educational system in Nigeria, and the correspondence and open studies unit. Specific topics include: the physical setting of Nigeria; the population; the economy; communications; the political situation; characteristics of students of the correspondence and open studies unit; course objectives; instructional methods and media; course development; delivery systems; student admission, registration, and records; academic support services for students; student assessment and testing; and organization and administration of the university. (SW)

Descriptors: African Culture/ Case Studies/ College Administration/ College Admission/ College Programs/ *Correspondence Study/ Curriculum Development/ Delivery Systems/ Educational Media/ Educational Testing/ *Extension Education/ External Degree Programs/ *Foreign Countries/ Higher Education/ *Institutional Characteristics/ *Open Universities/ Physical Geography/ Politics/ School Organization/ Student Evaluation

Identifiers: *Nigeria/ *University of Lagos (Nigeria)

BEST COPY AVAILABLE

ED184468 HE012495

A Case Study in Distance Learning Systems: The Sri Lanka Institute of Distance Education. Revised Edition.

Kaye, A. R.

Open Univ., Walton, Bletchley, Bucks (England).

Jan 1979 26p.; Colored pages may not reproduce clearly.

Available from: The Open University, Centre for International Cooperation and Services, Walton Hall, Milton Keynes, MK7 6AA, Bucks, England.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEAUG80

A case study of the Sri Lanka Institute of Distance Education, an Open University school, is presented. Areas of discussion include characteristics of the country, the educational system of Sri Lanka, and the university. Specific topics include: the physical setting of Sri Lanka; the population; society and culture; the economy; the political situation; communications; teacher training; technical and vocational education; higher education; nonformal and adult education; educational broadcasting; administration and financing of education; origins of the Sri Lanka Institute of Distance Education; types of students; instructional programs; higher national certificate in technology; instructional media and methods; curriculum development; student admission, registration, and records; student assessment; and organization and administration of the university. (SW)

Descriptors: Career Education; Case Studies; College Administration; College Admission; College Programs; *Cultural Context; Curriculum Development; Educational Finance; *Foreign Countries; *Higher Education; *Institutional Characteristics; Nontraditional Education; *Open Universities; Physical Geography; Politics; School Organization; Sociocultural Patterns; Socioeconomic Influences; Student Evaluation; Teacher Education; Technical Education; Vocational Education

Identifiers: *Sri Lanka Institute of Distance Education

ED185885 HE012500

A Case Study in Distance Learning Systems: Panjab University, India.

Goodenough, S.

Punjab Univ. (India).

Dec 1978 38p.; Five pages of statistical data and a newspaper clipping may not reproduce well.

Available from: The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIESEP80

A case study of the Directorate of Correspondence Courses at Panjab University, an Open University school in India, is presented. Areas of discussion include characteristics of the country, the educational system in India, and the Directorate of Correspondence Courses. Specific topics include: the physical setting; the population; the economy; the government; communications; the various levels or types of education offered in India; characteristics of students of the Directorate of Correspondence Courses; courses; curriculum development; instructional meetings and media; delivery systems; student admission, registration, and records; academic support services; student assessment and testing; and the organization and administration of the university. (SW)

Descriptors: Case Studies; College Administration; College Programs; *Correspondence Study; Curriculum Development; Delivery Systems; Educational Media; Educational Testing; *Extension Education; External Degree Programs; *Foreign Countries; Higher Education; *Institutional Characteristics; *Open Universities; Physical Geography; Politics; School Organization; Student Characteristics; Student Evaluation

Identifiers: *India; *Punjab University (India)

ED185884 HE012499

A Case Study in Distance Learning Systems: University of Nairobi Correspondence Courses Unit.

Harry, Keith

Nairobi Univ. (Kenya).

1978 20p.; For related document, see HE 012 498

Available from: The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIESEP80

A case study of the correspondence course unit at the University of Nairobi, an Open University school, is presented. Areas of discussion include characteristics of the country, the educational system provided by the Government of Kenya, and the correspondence course unit. Specific topics include: the physical setting of Kenya; communications; the political situation; instructional methods and media; course development; student admission, registration and records; student guidance; student assessment and testing; organization and administration of the university; and resources. (SW)

Descriptors: African Culture; Case Studies; College Administration; College Admission; College Programs; *Correspondence Study; Curriculum Development; Delivery Systems; Educational Media; Educational Testing; *Extension Education; External Degree Programs; *Foreign Countries; Higher Education; *Institutional Characteristics; Instructional Materials; *Open Universities; Physical Geography; Politics; School Organization; Student Evaluation

Identifiers: *Kenya; *University of Nairobi (Kenya)

BEST COPY AVAILABLE

ED 187967

The Suitability of Non-Traditional Distance Learning Systems for Different Types of Students: The Experience of the Open University of the United Kingdom. AIR Forum 1980 Paper.

McIntosh, Naomi E.; Woodley, Alan

Apr 1980 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (20th, Atlanta, GA, April 27-May 1, 1980).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: United Kingdom; England

Journal Announcement: RIEDEC80

The progress of students under 21 years old at the United Kingdom's Open University (OU) was compared with a sample of mature students, using sociological and psychometric research methods. The research goal was to consider whether the OU's teaching system originally designed for adults is suited to the needs and circumstances of students in the 18-20 age group. Additionally effort was directed to developing predictive indices of success and failure at the OU and to assess the level and nature of demand for OU places from the younger age group. Postal questionnaires, personal interviews, and administrative and academic records were used to monitor their progress, to measure their reactions to courses, and to discover their reasons for withdrawal. Groups of entering younger and older students completed a sociological questionnaire and a battery of psychometric tests. Findings include the following: the pilot scheme for attracting younger students attracted very few 18-year-olds and even fewer school leavers; the younger students fared less well than older students in their first year of OU studies; and younger OU students tended to score lower on the intelligence test than did older OU students and younger students elsewhere in higher education. Among the factors that appeared to underlie the relatively poor performance of the younger students are the following: instability, finance, time pressures, and attitudes. Some policy implications for OU are considered. (SW)

Descriptors: Adult Students; *Age Differences; Chronological Age; College Students; Comparative Analysis; External Degree Programs; Failure; Financial Support; Foreign Countries; Higher Education; *Open Universities; Predictor Variables; School Holding Power; Student Attitudes; *Student Evaluation; *Student Needs; Success; Withdrawal (Education)

Identifiers: *AIR Forum 1980; *Open University (Great Britain)

BEST COPY AVAILABLE

DIALOG File1: ERIC - 66-82/Aug (Item 53 of 82) User 8645 3sep82

ED187304 IR008256

Some Aspects of Educational Broadcasting in Sweden. A Report of a One-Week Study Visit. IET Papers on Broadcasting No. 94.

Bates, A. W.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Apr 1978 35p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: United Kingdom; England

Journal Announcement: RIEOCT80

This report on the organization, development, and dissemination of educational and commercial radio and television programs by the Swedish Educational Broadcasting Company includes some of the research being done at the Open University. A planned reorganization of Sveriges Radio into two separate television channels and several channels for local radio is described, as well as programming of adult educational programs on radio, several newer television programs for the schools, and research by the Audience Research Department of Sveriges Radio and the Education Department. Distance teaching in higher education is available in three forms: university study circles, organized by the independent educational associations in collaboration with a university or college department; decentralized university courses which enable students to enroll on either a part-time or full-time basis in another town outside the university; and distance educational studies consisting of correspondence courses with additional study guides and booklists. (JEG)

Descriptors: Correspondence Study; *Educational Radio; *Educational Television; Foreign Countries; *Higher Education; *Nonformal Education; Open Universities; Programing (Broadcast)

Identifiers: *Distance Education; *Sweden

ED 187 341 IR 008 461
Curtis, John A., Ed. Riedenbach, Joseph M., Ed.
Educational Telecommunications Delivery Systems.
American Society for Engineering Education, Washington, D.C.
Pub Date—79
Note—152p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cable Television, Communications Satellites, *Delivery Systems, Educational Equipment, Educational Radio, *Educational Technology, Educational Television, *Educational Trends, Public Television, *Telecommunications, Teleconferencing
This monograph is a single volume reference manual providing an overall review of the current status and likely near future application of six major educational telecommunications delivery technologies. The introduction provides an overview to the usage and potential for these systems in the context of the major educational issues involved. Each article is written by an expert in that field, and provided with commentary by an acknowledged professional in educational telecommunications critiques. These papers are as follows: (1) Public Broadcasting and Education: A Look at the Record; (2) Instructional Television Fixed Services: A Most Valuable Educational Resource; (3) Teleconferencing + Telewriting = Continuing Engineering Education in Wisconsin; (4) How to Establish and Operate a Radio Reading Service via SCA; (5) Radio Reading Service: The Minnesota Experience; (6) Cable Television: A Useful Tool for the Delivery of Education and Social Services?; and (7) Communications Satellites for Education and Training: Past, Present, and Future. (RAA)

ED 187 342 IR 008 464
Higher Education Utilization Study: Technical Report.
Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Sep 79
Note—38p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Colleges, *Educational Television, *Higher Education, Research Methodology, *School Surveys, Teaching Methods, Television Surveys, *Universities, *Use Studies
This report on the first phase of a two-part program to determine the extent of television use for instruction by colleges and universities in the United States discusses the research methodology used for a census study of all higher education institutions in the United States; the second will involve a random sample follow-up of institutions known to be using television for instruction. This is a cooperative effort by the Corporation for Public Broadcasting, the National Center for Education Statistics, the American Association of Community and Junior Colleges, the National Association of State Universities and Land Grant Colleges, the American Association of State Colleges and Universities, the National Institute for Independent Colleges, and the Association of American Universities. The survey questionnaire elicits information about the college use of television, the uses for instruction, the types of television outlets with which the college works, the college's relationships with the outlets, factors that contributed to or hindered the college's use of television for instruction, and the future of television for instruction at the college. The report details the procedural conduct of the survey as administered through the cooperating agencies; appendices provide the survey questionnaire, editing instructions, and keypunch instructions. (RAA)

ED 187 492 RC 012 044
Kirk, Robert J.
Health Careers through Independent Study for American Indians and Alaska Natives: Upward Mobility through Non-Traditional Education.
Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.
Report No.—DHEW-HSA-"5-12023
Pub Date—75
Note—206p.; May not reproduce well due to small print size.
Pub Type— Reference Materials - Directories - Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, *Alaska Natives, *Allied Health Occupations Education, *American Indian Education, *American Indians, Correspondence Study, Equivalency Tests, Eskimos, External Degree Programs, Health Occupations, High School Equivalency Programs, Home Study, *Independent Study, *Nontraditional Education, Open Universities, Program Descriptions, Resource Materials, Test Coaching
Identifiers—General Educational Development Tests
Independent study is recognized by many as a practical approach to learning, especially meaningful for individuals in isolated or remote areas. Compiled primarily for use by persons with highly diversified backgrounds and interested in Indian and Alaska Native health, the book describes educational opportunities available through independent study. The major avenues for persuing independent study are described: the GED high school equivalency programs, associate degree programs in the health sciences, special adult degree programs, the open university, external degree programs, college level examination programs, degree credit through correspondence study, other home study and correspondence courses, programmed instruction in health areas, the National Home Study Council, and the United States Armed Forces Institute. A substantial portion of the guide lists, by state, the Associate Degree programs and courses in the health field offered by some of the more established community and junior colleges, giving program titles and addresses, chief administrators, year classes began, length of the program, and the type of degree awarded. Fundamental suggestions on how to study and how to take tests are included. Also provided are additional source materials on health careers, financial assistance, and special programs. (NEC)

ED 188 561 HE 012 922
Brown, Stephen Nathenson, Michael
Designing Instructional Materials: Guesswork or Facts?
Open Univ., Walton, Bletchley, Bucks (England) Inst. of Educational Technology.
Pub Date—Nov 78
Note—38p.
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Ability, *Basic Skills, *External Degree Programs, Foreign Countries, Higher Education, *Instructional Materials, Instructional Systems, Introductory Courses, Language Skills, Mathematics Anxiety, *Science Programs, *Social Sciences, Technical Education
Identifiers—*Open University (Great Britain)
A systematic study is reported of the mathematical skills and learning abilities of new students immediately prior to entry into the Open University's (England) foundation courses in technology and social sciences. The intent was to provide predictive information about potential student entry skills for the team preparing a new technology foundation course. Basic language and mathematical skills were assessed by a questionnaire-test given to a sample of applicants for the courses. It was found that mathematical skills were an area needing special attention, and changes in course materials and schedules are proposed to assist students in developing the skills in the course. It is concluded that such systematic evaluations of critical learner skills are needed as a prerequisite to the design of instructional material for other courses both at the Open University and at other institutions. (MSE)

ED 192 545 FL 011 521
French Basic Course, Area Studies.
Defense Language Inst., Monterey, Calif.
Pub Date—Apr 70
Note—143p.; For related documents see FL 011 488-497 and FL 011 520-526
Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($2.60)
Language—French
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Programs, African Culture, *Area Studies, *Cross Cultural Training, Cultural Education, Foreign Culture, *French, Instructional Materials, *Intensive Language Courses, Postsecondary Education, *Second Language Learning
This volume provides the prescribed cultural background that is part of the final phase of the Basic Course in French. The texts provide the basis for discussions and personal research through which students become acquainted with various aspects of the French-speaking world and learn the referential meaning of words and expressions as they are understood by the educated native speakers of French. The topics presented include: (1) French geography, politics, agriculture, family life, education, the military academy, industry, holidays, literature, and history; (2) other countries where French is spoken, such as Belgium, Switzerland, Guiana, Haiti, Algeria, and Zaire; (3) the French in America; and (4) means of transportation in Central Africa. (Author/AMH)

1. A Survey and Report of Interest in and Availability of Systems for the Delivery of Instruction by Remote Methods. By Peter C. West. 1980.
The feasibility of providing upper division and graduate level instruction in the Rockford, Illinois area by "remote delivery" is examined. Information was gathered about (1) what remote delivery instructional systems are available, (2) what the physical considerations and costs associated with these systems are, and (3) what the public interest in these systems is for business and industrial use, individual use, and community use.
ED 192 695. EDRS Price: MF-$0.91, PC-$5.30 plus postage. (54 pp.)

ED 194 106 IR 008 986
Telecourses: Reflections '80. Executive Summary.
California Univ., San Diego. Univ. Extension.; Coastline Community Coll., Fountain Valley, Calif.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.
Pub Date—80
Note—17p.; For related documents, see CS 503 009-010 and IR 008 987. Prepared for The Station-College Executive Project in Adult Learning.
Pub Type— Guides - Classroom - Learner (051) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Television, Instructional Materials, *Management Development, Postsecondary Education, *Telecourses, Workshops
Identifiers—*Station College Executive Project Adult Learning
Based on interviews with more than 50 individuals at television stations, colleges, and publishing companies, as well as on a review of existing literature, this report summarizes the "state of the art" in telecourse use and makes recommendations for future research efforts. This document is part of a series of instructional materials funded by the Corporation for Public Broadcasting for use in a 2-day seminar to aid college and university administrators and station executives in making effective decisions about the use and implementation of telecourses. (Author/LLS)

BEST COPY AVAILABLE

ED 194 107 IR 008 987

Mtunshi, Kiki S. Stone, David P.

Working with Telecourses.

California Univ., San Diego. Univ. Extension.; Coastline Community Coll., Fountain Valley, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Report No.—ISBN-0-89776-033-6

Pub Date—80

Note—64p.; For related documents, see CS 503 009-010 and IR 008 986. Prepared for The Station-College Executive Project in Adult Learning.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Television, Instructional Materials, *Management Development, Postsecondary Education, *Telecourses, Workshops

Identifiers—*Station College Executive Project Adult Learning

This manual was prepared for use at a 2-day seminar to aid college and university administrators and station executives in making effective decisions about the use and implementation of telecourses. There are four objectives for the workshop: (1) to understand the characteristics, attitudes, needs, and desires of various groups involved in offering telecourses; (2) to improve formal communication between the educational agencies and the television stations; (3) to identify obstacles to successful telecourse use; and (4) to develop strategies for overcoming those obstacles. A section of the guide is devoted to each of the following topics: the telecourse environment, alternate distribution systems, telecourse administration, promotion, and station-college interaction.

ED 194 740 CE 026 [illegible]

Waniewicz, Ignacy

The TVOntario Academy. The Use of Television Broadcasting and Computer-Managed Learning for Individualized Adult Learning.

Ontario Educational Communications Authority, Toronto

Pub Date—80

Note—11p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Computer Managed Instruction, *Educational Television, *Independent Study, Individualized Instruction, *Nonschool Educational Programs, Program Effectiveness, Program Evaluation

Identifiers—Informal Education, Ontario, TVOntario

In January 1980, TVOntario, a television network operated by the Ontario Educational Communications Authority, introduced a new concept in adult learning, the TVOntario Academy. It consists of a combination of high broadcast-quality television programming, a computer-managed learning (CML) system, and especially designed courses aimed at enabling TVOntario viewers the opportunity of embarking upon self-directed learning projects on subjects related to the television series. The basic component of a TVOntario Academy is a carefully selected, or especially produced, series of television programs which covers a well-defined and clearly circumscribable body of knowledge. The first two projects were a Health and the Environment Academy and a Music of Man Academy. Students' Academy will be offered in January [illegible]. Resources and support materials usually consist of a learners' guide, reading materials, multiple-choice questions, CML system, and newsletters. Finally, of an evaluation of the two academies presented provided information about motivations of participants. Appeal and convenience of a television-based learning activity were cited. (YLB)

3. Non-Formal Education Broadcasting. Courier No. 20, December 1980. By Chris Duke and others. 1980.

This collection of articles discusses (1) development and communication and the training needs for workers in the South Pacific countries, (2) how broadcasting for nonformal education is being approached in Indonesia and in Thailand, and (3) the progress of a school-on-the-air in the Philippines.

ED 195 788. EDRS Price: MF-$0.91, PC-$5.30 plus postage. (69 pp.)

4. Telecommunication and Innovation in the Workplace. By Peter Clarke. 1979.

Investigates the use of interactive cable television to deliver inservice instruction to elementary school teachers. Limitations of the experimental design are discussed, as well as implications of the findings for policy decisions.

ED 198 820. EDRS Price: MF-$0.91, PC-$15.20 plus postage. (210 pp.)

ED 198 358 CE 028 067

Worthington, Ron

Terrestrial Communications Systems in Distance Education. A Reference Booklet.

Pub Date—Oct 80

Note—32p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Television, Cable Television, Closed Circuit Television, *Correspondence Study, Educational Improvement, *Educational Innovation, *Educational Radio, *Educational Television, Home Programs, National Programs, Nontraditional Education, Radio, *Technology Transfer, Telecommunications, *Telephone Communications Systems, Television, Videodisc Recordings

Identifiers—Australia, *Distance Education, Slow Scan Television

This booklet is intended as a reference on the application of the technology of communication systems to distance education. An introductory section addresses the nature of the interaction imposed by use of various technologies. The next section overviews current telecommunications applications based on these major technologies: radio, television (closed circuit television, cable television, instructional television fixed service, slow scan television, broadcast television, teletext, viewdata, telidon), and telephone (interactive teaching, telephone links to data systems). Two stand-alone systems, which may have outstanding applicability to distance education, are then briefly mentioned--the intelligent video disc and the Open University's Cyclops System. The final section addresses terrestrial telecommunications in the Australian context with projections for 1990. A list of possible applications is provided. (YLB)

ED 198 811 IR 009 184

Hugdahl, Edward O.

Continuing Education for Private Piano Teachers: A Breakthrough for the '80s.

Pub Date—24 Oct 80

Note—29p.; Paper presented at the National Conference on Piano Pedagogy (2nd, Champaign, IL, October 24, 1980).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Extension Education, *Music Education, Music Teachers, *Professional Continuing Education, *Teleconferencing, Telephone Communications Systems, *Telephone Instruction

Identifiers—*Distance Education

For nine years, the Educational Telephone Network (ETN) operated by the University of Wisconsin Extension has been used to meet the continuing education needs of private piano teachers in the state by the UWEX Music Department. The interactive aural communications system has over 100 listening locations throughout Wisconsin, with at least one in each of the state's 71 counties and one on each of the 27 campuses of the University of Wisconsin system. Individual locations are equipped with a high fidelity speaker and microphones called an EDUCOM unit, and music can be transmitted satisfactorily over the system for teaching purposes. This paper provides an overview of offerings for private piano teachers, a discussion of the effectiveness of distance learning for music, a list of appropriate techniques for such instruction, and a summary of the results of a longitudinal study of the spring series of courses. An extensive bibliography is provided, as well as appendices which include lists of program offerings for 1973-1980, data from the longitudinal study, and examples of brochures announcing programs. (MER)

BEST COPY AVAILABLE

DIALOG File1: ERIC - 66-82/Aug (Item 51 of 82) User 8645 3sep92

ED200488 S0013251

Program Evaluation in Distance Education: Against the Technologisation of Reason.

Kemmis, Stephen

May 1980 32p.; A keynote address to the National Workshop on Distance Teaching sponsored by Townsville College of Advanced Education in co-operation with the Australian and South Pacific External Studies Association (Townsville, Victoria, Australia, May 11-14, 1980).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: Australia; Victoria

Journal Announcement: RIEAUG81

Trends within the literature on program evaluation are reviewed and the implications of various trends for education are explored, with particular relevance for distance education. Distance education is an alternative educational approach based on correspondence, broadcasting, and long distance communication between teacher and student in a non-home based study study situation. Two major trends are identified--first, the trend toward the technologisation of reason (i.e., the acceptance of problem solutions by experts), and second, a trend toward concern with preserving a human dimension (i.e., convivality). With regard to educational evaluation, these trends have their counterparts in the move toward technical/quantitative assessment of performance and objectives and in the increasing interest in more individualized and responsive evaluation methodology. A new model is proposed to counteract shortcomings of these types of evaluation models and of other models in widespread use today (engineering models, ecological models, democratic models, illuminative/responsive models, etc.). This new model, based on evaluation as self-reflection and convivality, comes closer than any of the other models to patterning what people do in ordinary situations when they try to evaluate without the aid of specialists. Specifically, the evaluation as self-reflection model stresses rationality, autonomy and responsibility, the community of interests among participants in a specific program, value differences, explicit rules which govern procedures, and appropriate methods for evaluating the specific program or curriculum being studied. The conclusion is that this self-reflective evaluation model can help educators recognize one another's (and students) social being and develop a perspective which is more critical and reflective and less dominated by purely technical solutions. (DB)

Descriptors: Correspondence Study; *Critical Thinking; Cultural Context; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Extension Education; Higher Education; Literature Reviews; *Models; Philosophy; *Program Evaluation; Trend Analysis

Identifiers: Distance Teaching

BEST COPY AVAILABLE

DIALOG File1: ERIC - 66-82/Aug (Item 45 of 82) User 8645 3sep9

ED203809 HE014078

Removing Barriers to the Participation of Adult Learners in Higher Education. ASHE Annual Meeting 1981 Paper.

Hammer, Petra; Shale, Douglas

Mar 1981 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 3-4, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: Canada; Alberta

Journal Announcement: RIENOV81

The effectiveness of open admissions and delivery of educational services at a distance in serving adult learners enrolled at Athabasca University, Alberta, Canada, was studied in 1979-80 through an analysis of demographic and geographic information on 2,491 students. Information was gathered on the following characteristics: sex, age, number of people in the household, educational preparation, occupations, reason(s) for pursuing a university education, geographic location, preference for various learning situations, and reason(s) for studying at Athabasca University. The majority of the university's students were 25 to 44 years old; 63 percent of its students were female and 37 percent were male. It was found that approximately 50 percent of the students attending the university benefited from the open admission policy. Eighteen percent of the students applied for advanced credits toward an undergraduate degree based on credit earned elsewhere. Less than one percent were able to take advantage of the absence of a residency requirement and earned enough credits through advanced credit assessment to be granted a bachelor of general studies degree. Thirty percent of the students were from geographically isolated regions. The fact that many of the students reside in large cities and big towns indicates that adult learners prefer the convenience of taking home study courses. The data suggest that distance education with new media and methods serves a new student population, including women and working people. A bibliography is appended. (SW)

Descriptors: *Access to Education; *Adult Students; Correspondence Study; Delivery Systems; Educational Media; *Extension Education; Foreign Countries; Geographic Location; Higher Education; *Open Enrollment; Student Characteristics; *Student Needs; Transfer Policy; Undergraduate Students

Identifiers: *ASHE Annual Meeting; *Athabasca University AR; Distance Education

5. Calling the Tune: Communication Technology for Working, Learning, and Living. Worker Education and Training Policies Project. By Ted Carpenter. 1980.

Examines the primary existing communication systems, personal communication technologies, the kind of distribution technologies that link these systems and instruments together.

ED 200 732. EDRS Price: MF-$0.91, plus postage. Not available in paper copy. Available from National Institute for Work and Learning, Suite 301, 1211 Connecticut Ave., N.W., Washington, DC 20036 (Order No.: PRM 3, $12.00). (90 pp.)

ED 200 765 CE 028 547

Yovell, Barbara

Anik-B Interactive Instructional Television Project, October 1, 1979-May 31, 1980. Report Number One. Project Overview.

British Columbia Inst. of Technology, Burnaby.

Spons Agency—Ministry of Education, Science and Technology, British Columbia.

Pub Date—Oct 80

Note—46p.; For related documents see CE 028 548 and CE 028 550.

Available from—British Columbia Institute of Technology, Distance Education Department, 3700 Willingdon Ave., Burnaby, British Columbia, Canada V5G 3H2 ($3.00).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Broadcast Reception Equipment, *Communications Satellites, Courses, *Educational Television, Postsecondary Education, Program Effectiveness, Rural Education, *Telecourses, Television, Television Research, Video Equipment

Identifiers—*Anik B Interactive Instructional TV Project, British Columbia, *Distance Education

The Anik-B Project is part of the two-year communications experiments for which the Anik-B satellite is being used. The project was designed to explore the possibilities of using Interactive Instructional Television (IITV) to provide distance postsecondary education for people living in widely scattered and sometimes inaccessible areas of British Columbia. The project proved to be both educationally feasible and acceptable to the people. This Overview, the first of six reports stemming from the project, deals with the historical progress of the project and includes comments on how the people involved responded to the project as a mediator of education. It also touches on aspects of the project dealt with in later reports. In addition, this Overview looks at the courses offered, the limits of the project, and some information gained during the conduct of the project. (KC)

ED 200 766 CE 028 548

Nason, Robert

Anik-B Interactive Instructional Television Project, October 1, 1979-May 31, 1980. Report Number Two. The Technical System and Its Operation.

British Columbia Inst. of Technology, Burnaby.

Spons Agency—Ministry of Education, Science and Technology, British Columbia.

Pub Date—Oct 80

Note—96p.; Photographs and figures will not reproduce well. For related documents see CE 028 547 and CE 028 550.

Available from—British Columbia Institute of Technology, Distance Education Department, 3700 Willingdon Ave., Burnaby, British Columbia, Canada V5G 3H2 ($4.00).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, Broadcast Reception Equipment, *Communications Satellites, *Educational Television, Electronic Equipment, Methods, Postsecondary Education, Rural Education, Technology, *Telecommunications, *Telecourses, Television, Television Research, Video Equipment

Identifiers—*Anik B Interactive Instructional TV Project, British Columbia, *Distance Education

The Anik-B Project is part of the two-year communications experiments for which the Anik-B satellite is being used. The project was designed to explore the possibilities of using Interactive Instructional Television (IITV) to provide distance postsecondary education for people living in widely scattered and sometimes inaccessible areas of British Columbia. The project proved to be both educationally feasible and acceptable to the people. This Technical Report, the second of six reports stemming from the project, traces the history of the development of the technical system and its operations at the British Columbia Institute of Technology (BCIT) and at the receiving colleges. It describes each component in the following order: the originating classroom at BCIT; the classrooms at the receiving colleges; the video system; the audio system; the 12-14 GHz system aboard the Anik-B satellite; and the transmitting and receiving terminals made available by the Department of Communications, Canada, and the equipment in the receiving college classrooms. (KC)

ED 200 767 CE 028 550

Sharpe, Mal And Others

Anik-B Interactive Instructional Television Project, October 1, 1979-May 31, 1980. Report Number Four. Evaluation Perspectives: A Methodological and Historical Review of the IITV Evaluation.

British Columbia Inst. of Technology, Burnaby.

Spons Agency—Ministry of Education, Science and Technology, British Columbia.

Pub Date—Oct 80

Note—286p.; For related documents see CE 028 547-548.

Available from—British Columbia Institute of Technology, Distance Education Department, 3700 Willingdon Ave., Burnaby, British Columbia, Canada V5G 3H2 ($10.00).

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Adult Education, *Communications Satellites, *Educational Television, Postsecondary Education, *Program Effectiveness, Program Evaluation, Rural Education, *Telecourses, Television, Television Research

Identifiers—*Anik B Interactive Instructional TV Project, British Columbia, *Distance Education

The Anik-B project is part of the two-year communications experiments for which the Anik-B satellite is being used. The project was designed to explore the possibilities of using Interactive Instructional Television (IITV) to provide distance postsecondary education for people living in widely scattered and sometimes inaccessible areas of British Columbia. The project proved to be both educationally feasible and acceptable to the people. This Evaluation Perspectives report, the fourth of six reports stemming from the project, deals with the historical review of the IITV project, concentrating on an orderly examination of the findings contained in the various submissions collected by the project administrators. The report undertakes to (1) review the objectives, history, and scope of British Columbia Institute of Technology's IITV evaluation; (2) classify, summarize, and assess the evaluative statements that have been collected; (3) specify IITV problems which, on the basis of the evaluation, appear to require further study; and (4) identify evaluation problems connected with studies of this nature. In general, the data suggest that the experiment encountered enthusiasm for IITV in general, but not for the time, staffing, budget, and programing guidelines imposed on the pilot project. (KC)

ED 201 313 IR 009 267

Prien, Donald Cornell, Jr.

A Test of Four Slow-Scan Television Systems for Remote Teaching.

Information Futures, Pullman, Wash.

Report No.—ISBN-0-931450-12-8

Pub Date—79

Note—88p.

Available from—Information Futures, 2217 College Station, Pullman, WA 99163 ($9.50).

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Costs, *Equipment Evaluation, Field Tests, Higher Education, *Information Dissemination, Questionnaires, *Student Attitudes, Tables (Data), *Teacher Attitudes, *Television Research, Videotape Recordings

Identifiers—*Distance Teaching, *Slow Scan Television

A study to evaluate four different black and white slow-scan television (SSTV) systems as information delivery systems was conducted using four classes of university students, one at the graduate level and three at the undergraduate level. Each class viewed videotaped examples from the four SSTV systems during one class period, and were asked to rate various physical characteristics of each system, using a questionnaire, and to then rank the systems in order of preference. Faculty members attended demonstrations which featured one of the SSTV systems, and were subsequently interviewed to determine their perceptions of the systems. Results indicated that students preferred a top-to-bottom scan, medium resolution, and a frame time of 8 to 10 seconds; they ranked the Robot Model 630 as most desirable. Interviews with faculty indicated that, while they accepted the concept of SSTV, all but one had no immediate application to their respective areas. The appendices include the script of the test program, the student questionnaire, a comparison of the SSTV systems, and a tabulation of voice and videocircuit transmission costs. Thirty references are provided. (Author/BK)

ED 201 797 CE 028 788

Lumbert, Michael P., Ed. Welch, Sally R., Ed.

Home Study. Student Services Handbook.

National Home Study Council, Washington, D.C.

Pub Date—81

Note—247p.; For related documents see ED 183 795 and ED 193 943

Available from—National Home Study Council, 1601 18th St., N.W., Washington, DC 20009 ($25.00; 10% discount on quantity orders)

Pub Type— Guides - Non-Classroom (055); — Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Administrative Principles, *Administrator Attitudes, Administrator Guides, Adult Education, Ancillary School Services, *Correspondence Schools, *Correspondence Study, Definitions, Guidelines, Home Study, Instructional Materials, Learning Motivation, Motivation Techniques, *Program Administration, *Program Development, *Program Implementation, Public Relations, Recordkeeping, Records (Forms), Staff Utilization, Student Motivation, Teaching Methods, Teaching Skills

This handbook contains 14 essays on practical skills necessary for providing instructional and administrative services to correspondence students. Topics covered in individual essays include the definition of student services, an overview of instructional service, staff supervision, effective school record keeping, principles of communications, motivational learning theory in home study, motivation theory applied, evaluation and grading of student work, a student's view of the home study process, ancillary services, public relations in the education department, developing a correspondence study degree program, combined home study - residence training courses, and achievement and completion documents. The essays, which vary in length from 7 to 21 pages, contain specific suggestions for program implementation in areas ranging from how to establish records to issuing creatively designed diplomas. The authors are all practicing experts in their field. (MN)

BEST COPY AVAILABLE

ED 202 267 HE 013 721

Leverenz, Theo. R.

Student Perceptions of Instructional Quality of Correspondence Study Courses: Report of a Nine School Comparative Study.

Spons Agency—Kentucky Univ., Lexington.

Pub Date—79

Note—112p.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Comparative Analysis, *Correspondence Study, *Course Evaluation, *Educational Quality, External Degree Programs, *Independent Study, Questionnaires, *Student Attitudes, Student Evaluation of Teacher Performance, Student Teacher Relationship, Summative Evaluation

The focus and purpose of this study are two-fold: (1) to assess, by means of an evaluation questionnaire, the academic quality of and satisfaction with correspondence study programs–causes, instructions, and administrative staff–as perceived by the students who enroll in and complete courses offered by them; and (2) to examine the population itself in terms of who enrolls in independent study courses and connections between various demographic factors such as age, sex, and marital status. Data were taken from a representative sample-in-time drawn from independent study students completing courses at nine midwestern and southeastern universities between December 1978 and April 1979. Among the results reported are: the majority of students rated their courses very good for academic quality; students were satisfied with teacher-student communication; no significant connection surfaced on demographic characteristics; and students reported willingness to take more independent study courses. An identified weakness was lack of active involvement and cooperation of college and university administrators in correspondence study; most students learned of the courses through other students. Appendices include: aggregate results; statistical tables; results of questions on administrative matters; and an evaluative questionnaire and a student data sheet. (LC)

ED 202 619 RC 012 701

Wagoner, Gordon

Curriculum Expansion Efforts of a Small High School. Report.

Liberty School District, Spangle, Wash.

Pub Date—17 Jun 81

Note—13p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, Career Exploration, *Correspondence Study, Curriculum Enrichment, Disabilities, Disadvantaged, Dropout Rate, *High School Students, *Individualized Instruction, *Program Effectiveness, Rural Schools, School Districts, Secondary Education, Sex Stereotypes, *Small Schools, *Vocational Education

Identifiers—Liberty High School WA, Washington (Spangle)

Liberty High School's experimental project using correspondence courses to expand curriculum offerings, begun in 1977, increased vocational offerings from 12 to nearly 2,000 by 1979 and provided career exploration opportunities for its 187 students. All students and incoming freshmen for 1977-78 had an opportunity to select at least one correspondence vocational course which matched their interests or needs. Students were counseled during the course selection process and given the California Occupational Preference System to help determine their interests. The Occupation Outlook Handbook helped them select courses to conform with job market needs. Trial lessons were used to determine students' abilities to cope with chosen courses. Because two teachers and an aide were assigned to the correspondence students, the program provided individualized instruction. Student involvement doubled from the first year to the second (from 11% of the student body enrolled the first year to 24% the second year); the students were more committed to their training than most regular students. Male and female students were encouraged to break stereotypes by trying areas of interest rather than those dictated by tradition. The project also gave many opportunities to special needs students (handicapped and disadvantaged). There were no school dropouts during the project. (CM)

ED 203 944 JC 810 399

Glenn, Neal D.

Colleges and Cable Franchising.

Pub Date—Apr 81

Note—16p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (61st, Washington, DC, April 20-22, 1981).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cable Television, *College Role, Community Colleges, *Educational Television, *Program Costs, Program Development, School Responsibility, Two Year Colleges

Identifiers—*Franchising, Television Access

After noting issues of audience appeal and financial and philosophical support for educational broadcasting, this paper urges community colleges to play an active role in the process of cable franchising. The paper first describes a cable franchise as a contract between a government unit and the cable television (CATV) company which specifies what services the company will provide in return for use of public rights of way for its cables. The paper then discusses five franchising problems, including the tendency of CATV companies to promise more than they can deliver; the possibility that CATV fees may preclude minority participation; and the uncertainty over what the public is willing to pay for CATV. A rationale for college participation in the CATV franchising process is then presented, which cites the need for colleges to keep up with emerging CATV technologies and the colleges' obligation to address social issues in the franchising process. After identifying the risks of this involvement, the paper presents five guidelines for participation: (1) become involved early in the franchising process; (2) take on an activist role; (3) become informed about relevant political and technological issues; (4) recognize the need for collaborative efforts with other institutions; and (5) plan for the costs of participation. The paper concludes with a list of problems to be addressed to fulfill CATV's educational potential. (JP)

ED 205 062 HE 013 965

Gunning, Robert

Regulations and Legislation Regarding Correspondence Education. A Survey of Five Countries with Recommended Guidelines for Developing Countries.

International Council for Correspondence Education.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—31 Mar 78

Note—72p.

Available from—UNESCO, Place de Fontenoy, 75700 Paris, France.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, *Accreditation (Institutions), *Consumer Protection, *Correspondence Study, Developing Nations, Educational Malpractice, *Federal Regulation, Foreign Countries, Higher Education, *Legislation, Needs Assessment, Policy Formation, Public Agencies, Surveys

Identifiers—France, India, United Kingdom, United States, West Germany

Different types of existing regulations and legislation for correspondence education in France, West Germany, India, the United Kingdom, and the United States are reviewed for the benefit of other countries developing policies. For each country surveyed, four sections are provided in the report: a brief description of the educational system, as context for correspondence education; the place of correspondence education; legislation and regulation affecting correspondence education; and a short summary of how the regulation and legislation make correspondence education institutions reputable and responsible. The four main conclusions of the study are: (1) legislation and regulations can be either directed toward correspondence study or concern a variety of goods and services, including correspondence study (consumer protection); (2) several types of legislation and regulation exist (national or regional legislative, public regulatory agency, and legislation concerning private institutions exclusively); (3) accreditation provides another type of control; and (4) there are three main approaches to the consumer protection needed in correspondence education (commercial standards enforceable by law, consumer pressure groups, and government monitoring bodies). Guidelines are provided for developing countries wanting to improve correspondence education. A bibliography, directory of organizations, and a brief note on the nature of correspondence education are appended. (MSE)

ED 206 260 IR 009 263

Lewis, Arthur J. And Others

Future Applications of Electronic Technology to Education.

Florida Univ., Gainesville.

Spons Agency - Florida State Dept. of Education, Tallahassee.

Pub Date--Nov 78

Note—36p.; A Resource Paper for a Statewide Conference, The Future of Education in Florida (February 6, 1979). Prepared for the Southeastern Regional Consortium Planning Project.

Pub Type— Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communications Satellites, *Computers, Educational Methods, *Educational Technology, *Electronic Equipment, *Futures (of Society), Holography, Lasers, *Microcomputers, *Telecommunications, Videodisc Recordings

Developments in electronic technology that have improved and linked together telecommunication and computers are discussed, as well as their use in instruction, implications of this use, and associated issues. The first section briefly describes the following developments: microcomputers and microprocessors, bubble memory, lasers, holography, optic fibers, satellite-to-rooftop communications, videodiscs, charge-coupled devices and the application of electronic technology to communication. The potential of these developments for education is then explored by showing how telecommunications and computers can be used in instructional programs as a source of information, a source of dynamic interaction, or resources for managing instruction. The possible impact of electronic technology on educational aims and content is also discussed, as well as the question of when and where electronic technology will be used in education. A bibliography of 29 items is included. (Author/CHC)

ED 207 451 HE 014 401

Chacon, Fabio J.

A Course Evaluation System in an Open University.

Pub Date—Jul 81

Note—154p.; M.Ed., Pennsylvania State University. For related document see HE 014 358.

Pub Type— Tests/Questionnaires (160) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*College Instruction, *Course Evaluation, Course Objectives, Evaluation Criteria, *Evaluation Methods, Evaluative Thinking, Higher Education, *Independent Study, Models, *Open Universities, Outcomes of Education, Textbook Evaluation

Identifiers—*Universidad National Abierto of Venezuela, Venezuela

A model is presented for response to evaluating instruction in a university based on the teaching-at-a-distance concept. Technically appropriate and operationally viable, this model is applied to the National Open University of Venezuela (UNA). The model is based on two principles of educational evaluation: (1) the concept of evaluation as a supporting activity for decision-making, by providing the adequate information to each decision level and for each type of decision; and (2) the idea that evaluation has to be responsive to the concerns, needs, and specific situation of the intended audiences. Chapter I reports the purpose of the study, the conceptual framework, the institutional context, evaluation "hypotheses" and the research organization. Chapter II reviews the literature with focus on the Open University, an evaluation of instructional systems and a summary of requirements for the course evaluation system (CES). Chapter III presents the method and design examining such areas as evaluation stages, evaluation criteria, guidelines for reporting, and recommendations. Recommendations focus on UNA action necessary to implement the model such as initiating the model through an institutional seminar. Appendices include: the questionnaire for the evaluation of course plans, questionnaire for the evaluation by experts of texts and study guides, questionnaire for the evaluation of audiovisual programs, and a student survey of the local center services. (LC)

BEST COPY AVAILABLE

ED204481 CE028606

A Survey of Early SUN Program Enrollees: Pre/Post Enrollment Decisions and Attitudes Regarding Their Continuing Education.

Brown, Lawrence A., Jr.

University of Mid-America, Lincoln, Nebr.

Apr 1981 66p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: UMA-TR-5

Grant No.: NIE-G-75-0001

Available from: Office of Information and Publications, University of Mid-America, P.O. Box 82006, Lincoln, NE 68501.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (..)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEDEC81

The University of Mid-America (UMA) conducted a telephone survey of over 300 adults enrolled in distance learning courses offered by the State University of Nebraska (SUN), then UMA's course delivery system in Nebraska, during the first three SUN course offering periods. The survey was undertaken to determine the degree to which early SUN enrollees elected to take SUN courses rather than to enroll in traditional on-campus programs and to study the effects of SUN course participation on enrollees' subsequent continuing education behaviors and attitudes. Survey data reveals the following: (1) SUN course enrollment has had only a slight, if any, effect on the net overall decrease in Nebraska postsecondary campus enrollments; (2) the relatively high degree of satisfaction on the part of early SUN enrollees was instrumental in their ensuing participation in formal or informal educational pursuits; (3) a significant number of SUN course participants have acquired the knowledge or skills necessary to seek new employment opportunities or job advancement; (4) enrollment in college-level television courses tends to promote participation in further television course offerings; and (5) SUN course completers who seek to transfer SUN course credits to their higher education institutions are generally successful in doing so. (MN)

Descriptors: Access to Education; Adult Education; *Continuing Education; *Correspondence Study; Demography; Educational Television; Enrollment Trends; Nontraditional Education; *Outcomes of Education; Participant Satisfaction; *Participation; Postsecondary Education; *Program Effectiveness; Questionnaires; State Surveys; Student Attitudes; Surveys

Identifiers: Nebraska; *State University of Nebraska; University of Mid America NE

BEST COPY AVAILABLE

Aspinwall-Lamberts, Julie.
Telecourse Survey Results.
Eugene, Oreg.: Lane Community College, 1981. ED 203 959; 18 pages.

A survey of 278 students who completed at least one of six telecourses offered by Lane Community College (LCC) from fall 1978 through winter 1981 was conducted to determine: 1) background information on how students learned about the course, their reasons for enrolling and for selecting a telecourse rather than an on-campus course, and their LCC enrollment status; 2) course delivery information related to students' contact with the instructor; the appropriateness of the level, pace, and format of the programs; and the students' tendency to view the modules more than once; 3) course material information about the use and value of study materials, "after watching" activities, and videotexts; 4) general course information about the value of the course, temptation to drop the course, and particular features liked and disliked by the students; 5) general telecourse satisfaction and suggestions. Students were given the option of answering questions about their age, sex, and employment status. Selected findings, based on 222 responses, reveal that most of the students (56.8 percent) learned about the courses through LCC mailings, and that 44.1 percent of the respondents took the course to earn credit, 33.3 percent had a general interest in the subject, and 14 percent viewed the courses for professional improvement. The survey report briefly describes the telecourses and summarizes findings. The instrument is appended.

ED206211 HE014028

Distance Education in Entwicklungslandern.

German Foundation for International Development, Bonn (West Germany).

Jan 1980 138p.; Not available in paper copy due to marginal legibility of original document. Pages 3-14 in German.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CONFERENCE PAPER (150); CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)

Geographic Source: Germany

Journal Announcement: RIEJAN82

Seminar and conference reports and working papers on distance education of adults, which reflect the experiences of many countries, are presented. Contents include the draft report of the 1979 International Seminar on Distance Education held in Addis Ababa, Ethiopia, which was jointly sponsored by the United Nations Economic Commission for Africa and the German Foundation for International Development. Conference objectives were: to analyze the experiences gained in distance education projects and to consider means of promoting international cooperation at all educational levels; to consider staff training and development in support of distance education projects; to discuss the role of the university in distance education; and to consider the possible formation of an African network of open universities. Program information is also presented on the 1979 Open University Conference on the Education of Adults at a Distance, held in Birmingham, London. Conference topics included the target populations for distance education of adults, general principles and methodology of distance education, and collaboration at national, regional, and international levels. The following working papers from the Open University conference are presented: "Distance Learning and the LDC University," by Robert H. Maybury; "The Open University System at Unam (Mexico)," by Augusto Moreno y Moreno; "Training and Education of Teachers in Higher Education in Developing Countries," by L. R. B. Elton; "The Philippine Experience in Distance Education: Case Studies in a Developing Country," by A. O. Fineza; and "IEC's Experience of International Cooperation: International Extension College." (SW)

Descriptors: •Adult Students; Case Studies; •Developing Nations; •Extension Education; •Faculty Development; Foreign Countries; Higher Education; •International Educational Exchange; •Open Universities; Outreach Programs; Professional Continuing Education; Regional Cooperation

Identifiers: Africa; •Distance Teaching; Germany; Mexico; Open University (Great Britain); Philippines

BEST COPY AVAILABLE

ED205064 HE014029

Distance Education for Development. Proceedings of an International Seminar (Addis Ababa, Ethiopia, September 13-15, 1979).

Hakemulder, Jan R., Ed.

German Foundation for International Development, Bonn (West Germany).

Sep 1979 404p.

Sponsoring Agency: United National Economic Commission for Africa.

Report No.: DOK-1016-A/a

EDRS Price - MF01/PC17 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: Ethiopia

Journal Announcement: RIEDEC81

Government: International

An extensive final report of the proceedings of an international seminar on distance education in developing nations of Africa includes presented papers, discussion proceedings, and views of several participants. Contents include the following: notes on the origin of the United Nations Economic Commission for Africa's initiative in distance education; notes and texts from the plenary sessions, including papers on planning for distance education, such systems in other developing nations inside and outside Africa, sharing of materials, and vocational training; committee reports on analysis of experiences and international cooperation, staff training and development; the role of the university, and exchange of materials; a general report; resolutions of the seminar; closing speeches; and notes on seminar evaluation, conclusions, and the current situation for funding from outside sources. (MSE)

Descriptors: Agency Cooperation; Case Studies; College Role; •Developing Nations; •Extension Education; •External Degree Programs; Financial Support; Foreign Countries; Institutional Cooperation; Instructional Materials; •International Educational Exchange; •Program Development; •Vocational Education

Identifiers: •Africa

ED 207 455 HE 014 410
Plan for the American Open University.
University of Mid-America, Lincoln, Nebr.
Pub Date—Jul 81
Note—109p.
Available from—University of Mid-America, Terminal Building, 941 "O" Street, Lincoln, NE 68508.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Access to Education, *Adult Students, *College Credits, Continuing Education, Delivery Systems, Experimental Colleges, Higher Education, Innovation, *Nontraditional Education, *Open Universities, Part Time Students, Prior Learning, Telecommunications, *Work Experience
Identifiers—*American Open University NE, *Distance Teaching, Mission Statements, University of Mid America NE
The plan for the University of Mid-America to establish the autonomous, fully accredited American Open University (AOU) is presented. AOU, a university for working adults who wish to study part-time, will utilize modern communications technologies and methods of distance education. The American Open University will be a nationwide system that will provide educational opportunities for adults who are unwilling or unable to participate in conventional programs. The AOU programs will supplement those of conventional institutions by providing a curriculum for each degree that students can complete through testing and transfer services along. A program of AOU-sponsored instruction will be offered in each degree program for students requiring additional course work to complete the degree. These courses will be made available to students through innovative delivery techniques that utilize the mails, various communication media, and the network of local study centers created by AOU. AOU will award credit for learning through transfer of credits from other institutions, through standardized examinations, and through assessment of learning from experience. Credit will also be awarded for military occupation specialities and for noncollegiate courses approved for credit by the American Council on Education. It is argued that American adults need continuing access to educational opportunities so that they can keep pace with the changes in society. A summary of AOU programs and services is attached. (CC)

ED 207 597 IR 009 716
Lasher, Sandra And Others
Satellite Applications for Public Service: Project Summaries.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Pub Date—Apr 79
Note—33p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communications Satellites, *Extension Education, Foreign Countries, *Information Networks, Medical Services, Objectives, *Outreach Programs, Professional Continuing Education, Rural Development, *Satellite Facilities
Identifiers—Canada, *Distance Education, India, United States
Summaries of 18 different projects involving the use of satellite communications are presented in this report, including PEACESAT Education and Communication Experiments, USP Network Satellite Communication Project, Project Satellite, Satellite Instructional Television Experiment (SITE), Appalachian Education Satellite Program, Alaska Education Demonstration: ATS-6, Telemedicine in Alaska, Satellite Technology Demonstration (STDN), WAMI Regionalized Medical Education Experiment, Veterans Administration Health Communications Experiment on ATS-6 and HERMES CTS, University of Quebec Omnibus Network, University of Western Ontario Telemedicine (Moose Factory Experiment), Memorial University Telemedicine, Project Interchange, HERMES CTS Curriculum Sharing by Digital TV, HERMES CTS Interactive Broadband Communications Network HERMES/CTS, Personnel Development by Satellite HERMES/CTS, and NASA/ATS Satellite Radio Project. HERMES CTS. Each summary contains a description of the target audience, project objective, type of media used, sponsors, duration of the project, and contact person. Descriptions and results of each project are given as well as references. (CHC)

ED 208 156 CE 030 [illegible]
Stanford, R. K. And Others
Distance Education. Occasional Paper Number 6 Submission to Committee of Enquiry into Education in South Australia.
South Australian Dept. of Further Education, Adelaide. TAFE Clearinghouse.
Spons Agency—Committee of Enquiry into Education in South Australia, Adelaide.
Report No.—ISBN-0-7243-9154-7; TAFE-OP-6
Pub Date—Oct 80
Note—56p.; For related documents see CE 030 [illegible] and CE 030 190.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, Adult Students, *College Curriculum, Continuing Education, *Correspondence Study, Independent Study, Learning Motivation, Nontraditional Education, Postsecondary Education, Program Content, Program Effectiveness, Program Implementation, Student Characteristics, Student Motivation, Technical Education, *Vocational Education
Identifiers—Australia (South Australia), *Distance Education, *Open College of Further Education (Australia)
Distance education–adult independent study by correspondence–is provided in South Australia by the Open College of Further Education. The Open College provides mainly postsecondary continuing vocational education and technical training, often leading to certificates or diplomas. In addition, the Open College has links with institutions of higher education through which students may take graduate and inservice teacher training courses. The Open College is part of the Department of Further Education network of colleges, and shares faculty and teaching materials with other network colleges. Open College was started at the beginning of the 1970s and grew with the decade. Thousands of students have taken courses, and more than 32,000 have graduated. The college serves not only the rural population, but also many metropolitan students who find it difficult to attend regular continuing education classes because of work or home schedules, commuting costs, or personal preference for independent study. Students who have taken distance education courses have responded with very positive comments about their experiences. (The Open College publishes a student newspaper, a copy of which is included in this document.) (KC)

ED 208 843 IR 009 752
Martin, Yvonne M.
An Experimental University Course via Interactive Satellite: Some Findings and Implications.
Pub Date—Mar 81
Note—11p.; Paper presented at the Annual SIETAR Conference (7th, Vancouver, British Columbia, March 11-15, 1981).
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, *Communications Satellites, *Educational Administration, Foreign Countries, Higher Education, *Online Systems, Summative Evaluation, Telecommunications, *Telecourses
Identifiers—*Canada, *Distance Education
In the fall of 1979 a third-year course in educational administration at the University of Victoria was presented via an interactive communication satellite called Anik B. Students enrolled in this first Canadian university satellite course for credit were 65 administrators and potential administrators of schools, and classes met in community colleges in five interactive centers falling within satellite range. Meetings were once a week for ten weeks in classrooms equipped with television monitors and telephones. Instructors retained responsibility for course structure and content, as well as for the organization and administration of this distance study program. An evaluation of the first and last session of the series assessed the pedagogical moves (verbal and nonverbal) of the instructor, and instructor attempts to create and maintain a sense of a single class among the students in the five locations. It was found that: (1) the system allowed instructors to approach the face-to-face setting closely although the technology did not allow much interpersonal communication; (2) the instructor brought to the experience cultural traditions and values from classroom teaching and television viewing; and (3) there was evidence of the instructor's domination of the lesson processes. (MER)

ED 210 040 IR 009 860
Reid-Smith, Edward R., Ed.
External Studies in Library and Information Science.
Office of Research in Librarianship, Wagga Wagga (Australia).
Report No.—ISBN-0-949866-00-8
Pub Date—80
Note—127p.
Available from—Office of Research in Librarianship, P.O. Box 744, Wagga Wagga, NSW 2650, Australia ($3.50 Australian).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Correspondence Study, *External Degree Programs, Feasibility Studies, Foreign Countries, Individual Instruction, *Library Education, *Library Science, Pilot Projects, *Program Development, Student Needs, *Teaching Methods, Telephone Instruction
Identifiers—Australia, *Distance Education, Scotland, South Africa
A collection of nine commissioned papers, one each from Scotland and South Africa and eight from Australia, address provisions for and problems with distance education for librarianship. Components and applications of directed private study in Scotland and the development, educational philosophy, methods, problems, and standards of correspondence courses in librarianship at the University of South Africa comprise Part I. Part II focuses on Australian experiences in external studies in librarianship. Four of these papers describe various programs, and together they discuss program development, teaching methods, problems, degree requirements, student profile, cost, courses, student needs, and contact modes. Isolation and the external student, a feasibility study on an external study for librarianship, and an evaluation of a pilot study combining on-campus and off-campus work are the topics of the remaining three papers. A discussion by the editor of philosophies and practices of external studies serves as an introduction to the papers. References are included for six of the papers, and biographical notes on the authors are provided. (RBF)

ED 210 498 CE 030 765
Richardson, Penelope Louise
Adapting "Distance Learning" Instruction to Older Adult Differences.
Pub Date—Apr 81
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, *Adult Learning, Adults, Correspondence Study, *Home Study, Individual Characteristics, *Individual Differences, *Instructional Design, Instructional Development, Nontraditional Education, Older Adults, *Teaching Methods
Identifiers—*Distance Education, Distance Teaching
As distance learning plays an increasing role in adult education, instruction to older adults must be adapted for individual learner differences. Two stereotypic adult education client groups have been described: the SAVY adult (Schooled, Active, Verbal, Younger) and the ONUS adult (Older, Non-Verbal, Unschooled, Sedentary). Instructional methods that work for one type of learner fail with the other. The SAVY learner is benefited by higher load methods that tend to be more discovery-oriented, non-directive, unstructured, open ended, unguided approaches. Most effective for ONUS students are those lower load methods which are highly organized, with shorter sequences in instruction, rapid and accurate feedback about performance, and many directive instructions. Of importance for the design of instruction for adults is a curious antagonism that has been found between learning and the enjoyment of instruction. Adult learners tend to report enjoying that instructional method from which they learned the least. Suggestions for designing instructional programs for adult distance learning are that those instructional methods lower in information processing load are probably most effective and formative evaluation is needed in developing instructional programs, and ONUS adults should be provided with learning strategies, while SAVY adults should be urged to use strategies already acquired. (YLB)

BEST COPY AVAILABLE

ED209433 CE030361

International Dimensions of Distance Education: A Perspective from the British Open University.

Moore, Michael G.

1981 8p.; Paper presented at the American Adult Education Conference (1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: United Kingdom; England

Journal Announcement: RIEAPR82

This conference paper consists of a sketch of the British Open University at work as well as a brief commentary on current developments in the fields of communication technology, course design, instruction, and current trends in distance education. Provided first are statistics pertaining to current enrollment and enrollment projections, student body composition, staff size, and the extent of services provided by the University. Such issues as the relative feasibility of various audio, video, and telecommunications equipment; modification of correspondence units; and the effect of distance teaching on the nature of knowledge are covered. Described next are four new courses offered by the Open University and collaboration efforts between the Open University and outside agencies. Four trends in distance education are mentioned: the boom in distance education; the trends to apply distance teaching to a curriculum derived from the disciplines first and then move to a curriculum derived from the broad field of adult concerns; the trend in communications technology towards more individualized teaching; and the trend towards specialization in distance education. (MN)

Descriptors: Adult Education; Communications; *Continuing Education; *Educational Practices; *Educational Trends; Enrollment; *Extension Education; Independent Study; Individualized Instruction; Instruction; Nontraditional Education; Open Enrollment; *Open Universities; Outreach Programs; Program Descriptions; Program Development; Student Characteristics

Identifiers: *Distance Education; Open University (Great Brita:n)

DIALOG File1: ERIC - 66-82/Aug (Item 41 of 82) User 8615 3sep8:

ED206267 IR009446

Satellite-based Distance Education: Canadian Experiences.

Potter, Geoff D.

Mar 1981 19p.; Best copy available. Paper presented at the Annual Conference of the SIETAR (7th, Vancouver, British Columbia, March 11-15, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: Canada; British Columbia

Journal Announcement: RIEJAN82

This report traces the successful evolution of Canada's experiments in satellite-based distance education, which provided the framework for Canada's most recent investment in 19 new exploratory projects in satellite communications, as well as a commitment to the accessibility of satellite-delivered television for any Canadian who wants it. The early Canadian experiments in satellite-based education are described, including the first project begun at the University of Quebec in 1976, and later programs at the University of Carleton in Ottawa, the British Columbia Institute of Technology, and the University of Victoria. Also discussed is the growing understanding among Canadian educators of the nature of satellite-based distance education; i.e., how it works, the demands it makes upon designers and instructors and students, the problems it can create and resolve, and the challenge it presents to conventional educational practices. Recommendations based on the findings of the initial Canadian experiments are offered which pertain to the preparation of students prior to an interactive session, effective use of discussion techniques, consideration of the number of students assigned to a center, and some ideas on what to expect with regard to distance students' attitudes towards interaction. (MER)

Descriptors: *Broadcast Television; Communication Research; *Communications Satellites; *Educational Change; Foreign Countries; Higher Education; History; Student Attitudes; *Teacher Attitudes; Telecommunications

Identifiers: *Canada; *Distance Education

ED211002 HE014620

A Regional Scheme for Distance Education in Asia.

Reid Smith, Edward R.

May 1981 10p.; Paper presented at the Regional Symposium on Distance Teaching in Asia (Penang, Malaysia, May 4-7, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: Australia

Journal Announcement: RIEMAY82

The possibility of using the distance mode of education in Asia is considered. There are many national systems of education in Asia, though many of them derive from British or American models. Language of instruction presents a problem for international access, and in some countries the various levels of education may use different languages. Some international languages such as Chinese and English may assist educational mobility between countries. Potential use of the distance mode as a solution to various international problems is discussed in relation to vocational, general, and continuing education. Suggestions for facilitating a regional scheme of cooperation within Asia are offered that deal with matters of organization, accreditation and validation, finance, and language. Possible models include transfer of credits, joint awards, and cooperative specialized production of subject packages. It is suggested that an international body such as the United Nations Education, Scientific, and Cultural Organization (UNESCO) would be the appropriate organizer of a regional scheme on behalf of Asian nations. It is noted that any scheme will have to consider six points: production of packaged learning resources, copyright and translation of packages, feedback between tutor and student, accreditation and validation, transfer of credits, and joint awards. It is suggested that distance education is a valid method of learning, and cooperation should ensure that the best learning facilities in Asia are available to each student. Most objections will likely be due to difficulties in the administration of cooperative schemes, and considerable planning would have to precede the operation of a regional cooperative scheme for distance education. (Author/SW)

Descriptors: Accreditation (Institutions); College Programs; Continuing Education; *Educational Development; Educational Finance; *Extension Education; *Foreign Countries; General Education; Higher Education; Intercollegiate Cooperation; Language of Instruction; *Regional Cooperation; Vocational Education

Identifiers: *Asia; *Distance Education

BEST COPY AVAILABLE

ED211001 HE014619

A Report to the Australian Development Assistance Bureau. Regional Symposium on Distance Teaching in Asia (Penang, Malaysia, May 1981).

Reid-Smith, Edward R.

Office of Research in Librarianship, Wagga Wagga (Australia).

May 1981 24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)

Geographic Source: Australia

Journal Announcement: RIEMAY82

Reports and summaries of papers presented at the 1981 Regional Symposium on Distance Teaching in Asia are presented. The symposium, which was represented by 22 countries, was organized by the Universiti Sains (University of Science) Malaysia as part of the activities associated with the completion of 10 years of off-campus program facilities. The symposium was designed to promote information exchange among scholars involved in distance teaching, extension education, and external degree programs; to promote understanding of the problems involved in the teaching and learning process of self-learning programs; and to identify approaches to raise the effectiveness of distance teaching programs in the various countries. Reports on distance education in the following countries are presented: South Korea, Japan, the Philippines, Thailand, Bangladesh, India, Sri Lanka, Pakistan, and Malaysia. Selected papers on the following topics are summarized: philosophy, goals, and objectives of distance educational systems; infrastructure, staff training, and educational technology; problems in distance education; research on distance education; and attainment of regional cooperation in Asia. Information on the University of Science Malaysia and the opening and closing sessions of the symposium are included. (Author/SW)

Descriptors: Educational Assessment; Educational Objectives; Educational Philosophy; Educational Research; Educational Technology; *Extension Education; *External Degree Programs; Faculty Development; *Foreign Countries; Higher Education; Independent Study; *Regional Cooperation; School Organization

Identifiers: *Asia; Bangladesh; *Distance Education; India; Japan; Malaysia; Pakistan; Philippines; South Korea; Sri Lanka ; Thailand; Universiti Sains Malaysia

ED 211 043 IR 009 840
White, Robert A.
Motivational and Social Factors in the Use of Communication Technology for Education.
Pub Date—80
Note—42p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communications, *Developing Nations, *Educational Radio, *Educational Television, Social Influences, Socioeconomic Influences, *Student Motivation, Telecommunications
Identifiers—*Communications Research, *Distance Education, Freire (Paulo), Instructional Variables
This review of the evidence regarding the motivational, pedagogical, and social factors which influence the effectiveness of new communications technology for distance education discusses the importance of new communications technology and the current directions of research in that area; motivational factors that are important in distance education; and some of the pedagogical problems and social factors that are influential in distance education. Twenty-eight references are listed. (LLS)

ED 211 045 IR 009 845
Educational Technology: Learning in the Eighties.
Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Sep 81
Note—139p.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Basic Skills, Demonstration Programs, *Educational Radio, Educational Technology, *Educational Television, *Instructional Materials, Programing (Broadcast), *Telecommunications, Videotape Recordings
Identifiers—Printed Materials
Abstracts and cumulative data prepared by the Division of Educational Technology (DET) staff for all of the projects funded by the division since 1968 are listed alphabetically under the legislated programs: (1) Educational Television (ETV) and Radio Programming, (2) ESAA Television and Radio Series, (3) Telecommunications Demonstration, and (4) Basic Skills. The ETV and Radio Programming data include 75 television and eight radio programs funded by DET with title, producer, number and length of each program, date and amount of award, recommended viewing audience, ethnic theme, date of captioning for the hearing impaired, educational rights, and expiration of broadcast rights provided. A statement on distribution and utilization of this series follows the listing. The remainder of the document contains detailed descriptions of 16 ETV and radio projects, one 1981 ETV project, 39 ESAA television projects, seven ESAA radio projects, four 1981 ESAA television projects, 15 telecommunications demonstration projects, four Basic Skills projects, and three 1981 Basic Skills projects. Information provided includes title, contractor, duration, amount of award, abstract, print materials, and contact. An alphabetical index of the contractors and grantees is included. (CHC)

ED 211 064 IR 009 883
Monson, Mavis
Bridging the Distance. An Instructional Guide to Teleconferencing.
Wisconsin Univ., Madison. Univ. Extension.
Pub Date—78
Note—72p.
Available from—Center for Interactive Programs, University of Wisconsin-Extension, 975 Observatory Drive, Madison, WI 53706 ($9.00; $6.00 per copy for orders of 25 or more).
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Check Lists, *Communication Skills, Extension Education, Guides, *Instructional Development, *Program Evaluation, *Telecommunications, *Teleconferencing
Identifiers—*Distance Education
Designed to present instructors, moderators, and program coordinators with techniques for better planning, presentation, and evaluation of teleconferencing programs, this manual is based on research and practice findings in the areas of adult education, communications, and learning and listening skills. The characteristics of two-way teleconferencing are reviewed and suggestions are offered for humanizing the techniques used, developing interactive tools for participants, examining message style, and utilizing participant feedback. Checklists for organizing and evaluating teleconference programs and a discussion of the overall effectiveness of teleconferencing are also included. (MER)

ED 211 114 IR 009 944
Boss, F., Ed.
Cable Television 1980: Status and Prospect for Higher Education.
Association for Higher Education of North Texas, Richardson.
Spons Agency—National Telecommunications and Information Administration (DOC), Washington, D.C.
Pub Date—80
Grant—NTIA-48-03-90091
Note—66p.; Papers presented a Symposium on Cable TV-Expanding Educational Options in the 80's (Arlington, TX, March 6, 1980).
Available from—AHE, P.O. Box 688, Richardson, TX 75080 ($5.00; $4.50 each for 10 or more copies).
Pub Type— Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cable Television, *Community Attitudes, Economic Factors, *Educational Television, Futures (of Society), Higher Education, History, Marketing, Programing (Broadcast), Questionnaires, Tables (Data), *Telecommunications, *Television Surveys
Identifiers—*Texas (Dallas County)
Baseline information for the would-be cable television educational programer is provided by two papers, one an overview of the state of the cable television industry, and the other a report on a marketing study conducted to determine consumer attitudes toward cable TV as an educational medium. In "The Promise and Reality of Cable Television," Ralph Lee Smith offers a factual treatment with explanations of historical events and economic events that helped shape the cable television industry. In "Educational Uses of Cable Television," Joe L. Welch and Jeffry N. Savitz explore the impact of cable television on the educational interests, attitudes, and intended behavior of residents of Dallas County, Texas. A summary of the objectives, methodology, and findings of the study is followed by a more detailed discussion of the findings about the current, past, and future educational pursuits of the respondents and their attitudes toward the use of cable television for educational purposes. Supporting materials include 34 tables of data, a copy of the survey questionnaire, the frequency and percent of responses to 14 of the questions, and a list of the program content divisions. Nine references are listed. (CHC)

ED 212 819 CE 031 266
Rocklyn, Eugene H.
A Survey of Correspondence Course Training.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.—NPRDC-TR-82-27
Pub Date—Jan 82
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Correspondence Study, *Dropout Research, *Dropouts, Educational Research, Interviews, Literature Reviews, Military Service, *Military Training, Postsecondary Education, Questionnaires, Surveys, Systems Development
Identifiers—*Marine Corps, *Navy
Correspondence course training (CCT) systems, primarily in the military and government sectors, were surveyed to identify their critical problems. Other study objectives were to formulate the basic design of a CCT system to solve these problems and identify course completion factors and trends in system operations. Seventeen CCT organizations were surveyed, including eight in the Navy or Marine Corps and nine in the other military services, Department of Defense, other governmental agencies, and the civilian sector. The survey instruments were a questionnaire and structured interview. The most important findings were that course completion rates ranged from the first to fourth quartile and that noncompletion was the most critical problem. Twenty-four factors affecting course completion rates were identified, and current trends in CCT system operations were noted. Relevant literature was reviewed to verify the common conception that the overwhelming problem of CCT is course noncompletion. It was concluded that the primary cause of attrition in CCT is the students' inability to organize effectively and conduct the information processing necessary to complete the course. Recommendations were inclusion of the course completion factors in CCT and refinement, augmentation, and validation of these factors. (YLB)

ED 213 119 EA 014 420
Burns, A. W.
The Planning and Management of Audio-Visual Media in Distance Learning Institutions. Final Report of an IIEP Workshop (Paris, France, September 30-October 3, 1980).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date—81
Note—141p.
Available from—IIEP Publications, International Institute for Educational Planning, 7-9, rue Eugene-Delacroix, 75016 Paris, FRANCE (Order No. H.38; 10.00 francs).
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Audiotape Recordings, Audiovisual Aids, *Audiovisual Instruction, Correspondence Schools, *Correspondence Study, *Educational Planning, Educational Radio, Educational Television, Elementary Secondary Education, Higher Education, Program Costs, Research Needs, Telephone Instruction, Training Objectives
Resulting from a 1980 workshop and a survey of 12 selected distance learning systems (or correspondence study programs), this paper had four aims: (1) to provide a framework to describe distance learning systems using audiovisual media and to locate the 12 surveyed institutions within that framework, (2) to identify common problem areas in the planning and management of audiovisual media, (3) to discover principles of planning and management to use in training, and (4) to identify how training and research might improve planning and management in this area and the methods by which this training and research can best be accomplished. Topics covered by the 11 chapters of the report include the analysis of the use of audiovisual media in the 12 institutions, the educational functions of audiovisual media, transmission and distribution, the production of broadcast materials, nonbroadcast audiovisual media (such as tape players and telephones), costs, feedback from users, institutional research, program evaluation, and training and research needs. The paper concludes that television and radio are of less significance in such teaching systems than was expected. Print is still the primary means of instruction, although the use of nonbroadcast media is increasing. (Author/JM)

BEST COPY AVAILABLE

ED 213 327 HE 014 785

New Technologies for Higher Education. 1981 Current Issues in Higher Education, No. 3.

American Association for Higher Education, Washington, D.C.

Pub Date—81

Note—22p.; Selected papers presented at the Annual National Conference of the American Association for Higher Education (Washington, DC, March 1981).

Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.50 plus postage and handling).

Pub Type— Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Broadcast Television, Cable Television, *Computer Assisted Instruction, Consortia, *Delivery Systems, Educational Change, *Educational Technology, Extension Education, *Higher Education, Intercollegiate Cooperation, Microcomputers, Models, Nontraditional Education, Open Universities, Part Time Students, Teacher Role, Technological Advancement, *Telecommunications, *Telecourses

Identifiers—*Open University (Great Britain)

The applications of telecommunications technology, computers, and other technologies are addressed in five papers. In an overview, Raymond J. Lewis, Jr. suggests that colleges and universities are finding that telecommunication technologies offer cost effective ways of reaching adult learners, and that open broadcast television has been the primary vehicle for reaching off-campus students. In "What Makes a Telecourse?" Rodger A. Pool discusses television programs for instruction, the study guide, textbooks and reading, examinations, assignments, support services, and important new roles for the course instructor. In "Curriculum Issues in Telecommunications," Adele F. Seeff cites models of the educational use of telecommunications and describes the telecourse delivery system and full curriculum for off-campus students at the British Open University. A national consortium that is developing an American analogue is also described. In "Administration Issues in Telecommunications," Marlowe Froke suggests three major models by which new developments may be evaluated for inclusion in existing higher education institutions: the instructional services model, the miscellaneous model, and the open-learning model. In "Adapting to the Computer Revolution," John H. Strange suggests that the computer revolution is important to higher education because it will change the nature of work in society and will increasingly become a personal tool available to many people and will provide new means for transmitting data and instruction to the population without regard to their location. Additionally, business is beginning to invest in the use of computers for employee instruction and there will be an increasing amount of instructional software available. (SW)

ED 213 927 CE 031 642

The Green Chair Group. Predicting Distant Education in the Year 2001. Final Report.

National Home Study Council, Washington, D.C.

Pub Date—82

Note—111p.

Available from—National Home Study Council, 1601 18th St., N.W., Washington, D.C. ($8.00).

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Education, *Correspondence Study, Demography, *Educational Planning, *Educational Trends, *Futures (of Society), *Home Study, Instructional Materials, Leisure Time, Lifelong Learning, Material Development, Postsecondary Education, Recreational Activities

Identifiers—*Distance Education

In a series of three workshops in 1981, a group of experienced home study educators, education technologists, and informed people from state and federal government, private industry, and trade associations tackled the questions, "What lies ahead in home study, for 'distant education,' in the next 20 years? How should educators plan for the future?" From these discussions a number of predictions, including the following, were made: (1) Distant education (D/E) enrollment will be part of a more complex living-learning-working-recreating social pattern, with mid-career changes accepted, people living longer, and recruitment to D/E being either through leisure time minicourses or through convincing people that D/E can help them better themselves financially or otherwise. (2) Print correspondence text materials will be the key component in the D/E education package of 2001, but educators will make use of radio, telephone, and audiovisual devices in conjunction with the printed materials. (3) D/E students will continue to want contact with instructors on a regular basis; D/E educators will admit that not all students can be served by this method, but it will become increasingly popular as the cost of attending resident schools climbs. (4) Professionals will be able to earn credentials in their fields via D/E. (5) Providers of D/E will make materials and services available wholesale to companies, professional organizations, and schools, and employers will play a greater role in financing D/E activities for their employees. (The major part of the report consists of more than 40 brief essays on the future.) (KC)

ED 214 492 IR 009 882

Zuckernick, Arlene

Towards a Model for Satellite-Based Instruction at the University of Victoria. Report on the ANIK-B Experimental Project, September 1979 to June 1980. Summary Report.

Victoria Univ. (British Columbia).

Pub Date—Jun 80

Note—26p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communications Satellites, *Education Courses, *Experimental Programs, Foreign Countries, Formative Evaluation, Higher Education, Instructional Materials, Models, *Professional Continuing Education, Reading Teachers, *Supervisory Training, *Telecourses

Identifiers—*Canada, *Distance Education, University of Victoria (British Columbia)

This report on an experimental project in distance education via the ANIK-B satellite, which was undertaken by the University of Victoria in 1979-80, highlights in detail those aspects that could serve as components of a model for a similar effort, and incorporates the pertinent data obtained during a formal evaluation of the project. The report comments on the strengths and weaknesses of the satellite-based instructional system at the specific levels of administration and operation in distance delivery of university programs; assesses the success of the two education courses developed and produced by the project from the participant's viewpoint; assesses the technical viability of operating the satellite-based instructional system at the University of Victoria, and makes recommendations regarding the role of the satellite manager during the experimental period and in the future. The two courses presented, ED-B 435 "Supervision of Instruction" and ED-B 480 "Teaching Reading in the Primary Grades," are discussed in terms of the ad hoc model that evolved. Components of this model include the project team, course components, the course design procedures, field arrangements, and University of Victoria project administration. (Author/MER)

ED 214 530 IR 010 116

Linking Californians for Learning: Next Steps for Telecommunications in California Postsecondary Education. Commission Report 81-28.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Nov 81

Note—101p.; For related document, see ED 178 085.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Audiotape Recordings, *Computer Assisted Instruction, *Educational Needs, *Educational Television, Higher Education, Job Training, Networks, *Postsecondary Education, Professional Continuing Education, Public Affairs Education, Public Libraries, *Statewide Planning, *Telecommunications, Videotape Recordings

Identifiers—*California

A follow-up to the 1979 report, Using Instructional Media beyond Campus, this report describes a plan for making statewide use of available media for postsecondary education in California. The first of three sections provides a basic inventory of California's telecommunications resources, focusing on electronic means of transmitting information over long distances and time, e.g., television, radio, and telephone. The second section identifies five areas of knowledge as major social needs, including basic adult competencies or survival skills, and employment information and occupational skills, and discusses how these needs can be met on a statewide basis with electronic media. Primary barriers hindering the use of these resources by postsecondary institutions are identified as lack of incentives and coordination and high initial costs, and recommended steps for marshalling the necessary resources to meet the state's educational needs are described in the final chapter. The four appendices include a summary and findings of the first report on telecommunications issued by the commission, a reference list on major societal needs, and catalogs of taped instructional materials for postsecondary use. Six maps, three tables, and two figures illustrating typical cost patterns per student for classroom-intensive courses and technology-intensive telecourses are provided, as well as 19 references and an index. (RBF)

ED 214 552 JC 810 389

Petersen, Allan L. Berg, Ernest H.

Report to the Legislature on the Educational and Fiscal Effects of Independent Study.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jun 81

Note—47p.; Report prepared for the Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, June 11-12, 1981); discussed as Agenda Item 9.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Computer Assisted Instruction, Educational Finance, Educational Radio, *Educational Technology, *Enrollment, Expenditure Per Student, *Independent Study, Instructional Student Costs, Newspapers, Noninstructional Student Costs, *Program Costs, Telecourses, Two Year Colleges

Identifiers—*California

In response to legislative mandate, a study was conducted in 1981 to determine the educational and fiscal effects of legislation authorizing independent study (IS) in California community colleges. Independent study was defined as learning undertaken by a student enrolled in a credit course without the immediate presence of the assigned instructor, including mediated and directed study, and television, radio, and newspaper courses. All colleges which participated in IS were asked to submit information on enrollment; instructional and staff salaries and benefits; books, supplies, and equipment costs; contract services costs; capital outlay; total average daily attendance (ADA) and cost per ADA for all instruction and for IS. To assess the educational effects of IS, colleges were asked to provide information on IS courses by subject matter, mode of instruction, and opening enrollment and number and percentage of completers in each area of instruction. Major findings included: (1) cost per ADA of IS varied from $79 to $5,114, with television and mediated instruction most expensive; (2) about 1,000 separate offerings in IS were provided during 1979-80, with the largest number of offerings in directed study, but the largest enrollment in television courses; (3) IS instruction was distributed fairly evenly over subject areas; (4) IS retention rates were only slightly lower than in general curriculum courses. IS regulations and sample study forms are appended. (KL)

BEST COPY AVAILABLE

ED214418 HE014774

The Open University of the United Kingdom. Implementation of Higher Education Reforms.

Woodley, Alan

European Cultural Foundation, Paris (France). Inst. of Education.

Jun 1981 101p.; Some pages marginally legible.

Report No.: ISBN-90-6282-017-4

Available from: Institute of Education, European Cultural Foundation, c/o Universite Dauphine, 1, Place du Marechal de Lattre de Tassigny 75116 Paris, France.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: France

Journal Announcement: RIEAUG82

Government: International

The decision to create Great Britain's Open University and stages in the preparation of higher education reforms are considered. The current position of the Open University in relation to its original goals is also addressed, and the policy implementation process is examined to determine why the Open University achieved some of its original goals but not others. Attention is directed to the initial proposal for a University of the Air, and of nationally organized correspondence college courses, the advisory committee stage, the planning committee stage, the reaction of others to the proposed reform, factors underlying the survival of the proposed reform, and goal changes during the policy formulation stage. Five types of goals are distinguished: the intended students, the curriculum, teaching methods, the organizational framework, academic standards, the size and cost of the new institution. It is suggested that the present Open University is very similar to that proposed by the planning committee in terms of teaching methods, curriculum, and organizational framework. However, the university has met with only limited success in terms of creating genuine equality of opportunity. It has largely failed to achieve the informal goal of attracting large numbers of working class students. The first students were offered places in September 1970, and 24,200 began their studies in January 1979. In the first year foundation courses were offered in arts, social science, math and science, and technology was added in 1972. Higher level courses were later offered, together with courses in educational studies. Statistical data, an organizational chart, and a bibliography are appended. (SW)

Descriptors: Academic Standards; *Access to Education; *College Curriculum; *Educational History; Educational Objectives; Foreign Countries; Higher Education; *Nontraditional Education; Nontraditional Students; Open Universities; School Organization; School Size; Student Characteristics; *Teaching Methods

Identifiers: *Distance Education; *Open University (Great Britain)

BEST COPY AVAILABLE

DIALOG File1: ERIC - 66-82/Aug (Item 33 of 82) User 8645 3sep8:

ED211013 HE014641

Independent Study Courses for Non-traditional Students.

Mehrotra, Chandra M. N.

Aug 1981 11p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEMAY82

The Guided Independent Study Program, an individually paced, master-oriented teaching method for serving undergraduate and graduate nontraditional students at the College of St. Scholastica, Minnesota, is described. A number of independent study courses in psychology, gerontology, and education have been offered to students who cannot come to the campus to attend regular class meetings. The approach is based on psychology of learning and individual differences. The course materials are divided into 10 to 12 relatively small units of study called instructional projects. The information provided for each instructional project includes: a descriptive title, purpose, behavioral objectives, evaluative criteria, learning resources, and competency exercises. Competency exercises provide immediate feedback regarding their progress. After completing half of the course, students take a retention test before beginning the work on the second. The course grade is based on the competency exercises, assignments, and retention tests, which are administered by the student's supervisor or other representative. Students maintain contact with the instructor through phone calls and letters. The program has been found to be a viable mode of meeting educational needs of teachers, service providers, and other nontraditional students. This approach is appropriate for courses in which the material to be learned is structured in a definite hierarchy with well-defined objectives, is largely available from written materials, and is amenable to individual learning. Its features of self-pacing, mastery learning, and immediate feedback make it especially attractive to nontraditional students. (Author/SW)

Descriptors: Behavioral Objectives; College Students; *Competency Based Education; *Course Organization; Extension Education; Feedback; Grading; Higher Education; *Independent Study; Mastery Tests; *Nontraditional Education; Nontraditional Students; Pacing

Identifiers: *College of Saint Scholastica MN; *Distance Education

DIALOG File1: ERIC - 66-82/Aug (Item 29 of 82) User 8645 3sep8

ED214455 HE014911

Determining Educational Needs of AFL-CIO Union Members in Southeast Florida. A Report to the Board of Directors of the Southeast Florida Educational Consortium.

Meinhold, Robert W.

Southeast Florida Educational Consortium, Miami.

12 Dec 1981 63p.

Available from: Southeast Florida Educational Consortium, 11011 S.W. 104th Street, Miami, FL 33176.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG82

Educational needs of AFL-CIO union members in southeast Florida were surveyed. Of the two union locals surveyed in Dade and Broward counties, 424 questionnaire responses were received. Findings include the following: 86.3 percent were not attending a college or university; 62.5 percent would have three hours or more on the weekend to devote to learning; 72.9 percent would have three hours or more to devote to learning during the work week; 20.8 percent rated "improving general knowledge" as the number one reason for learning; 36.6 rated "learning to communicate" as the number one reason for learning; 39.41 percent rated "learning about the business you work in" as the number one reason; only 5.7 percent had not completed high school; and 65.8 percent wanted to obtain a degree. Information is also presented on academic areas of interest; physical location of classes; and age and sex of respondents. Based on the survey results, it is recommended that a four-year degree program be developed that emphasizes business, personal relations, data processing, writing skills, and electronics. The classes would be offered in smaller blocks than those for the traditional full-time attending student, and courses would be offered through a combination of on-campus, independent study, and television and radio programs. A bibliography and questionnaire are appended. (SW)

Descriptors: Academic Aspiration; *Adult Students; *College Attendance; Degrees (Academic); *Educational Needs; Enrollment Influences; *Extension Education; Higher Education; Labor Force; Needs Assessment; Nontraditional Education; Nontraditional Students; School Location; State Surveys; *Union Members

Identifiers: *AFL CIO; Distance Education; *Florida

BEST COPY AVAILABLE

ED 215 710 JC 810 652
California Community Colleges Independent Study: A Report to the Legislature.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—30 Jun 81
Note—44p.
Pub Type— Reports - Research (143) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Persistence, *Audiovisual Instruction, *Community Colleges, Educational Finance, Educational Legislation, Educational Radio, *Enrollment Trends, *Independent Study, Nontraditional Education, *Program Costs, *State Legislation, Telecourses, Two Year Colleges
Identifiers—*California
In response to legislative mandate, a study was undertaken to determine the effects of new independent study legislation on California's community colleges. All colleges that participated in Coordinated Instruction System (CIS) or Independent Study (IS) programs were asked to provide financial information for the period July 1, 1979 to June 30, 1980 and to report on the number and types of CIS/IS courses offered and the number of enrollments and completions in these courses in fall 1979 and spring 1980. Responses from 50 colleges (80% of those involved in CIS/IS) revealed the following: (1) the number of districts participating in CIS/IS has declined since 1975-76, with a significant decline in 1979-80 under the new legislation; (2) independent study as a percentage of total current costs of education fell from 1.05% in 1975-76 to 0.41% in 1979-80; (3) CIS/IS offerings were almost evenly divided among science, humanities, social science, and vocational/technical courses; and (4) retention rates in CIS/IS were slightly lower than for courses in the general curriculum and were lowest in television courses. Recommendations based on the study include the extension of CIS/IS to cover all credit courses for the associate degree and more detailed accounting of costs and retention rates. The study report includes a history of CIS/IS in California, a summary of statutes and regulations governing CIS/IS, a description of types of CIS/IS, copies of relevant laws and survey materials. (HB)

ED 215 711 JC 820 033
Sultzer, Jan A.
Alternative Delivery Systems: A Potential Partnership for Education and Public Broadcasting.
Pub Date—13 Oct 81
Note—14p.; Paper presented at the Conference of the Western Educational Society for Telecommunications (Reno, NV, October 13, 1981).
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Broadcast Industry, Cable Television, *College Planning, Community Colleges, *Cooperative Programs, *Delivery Systems, *Educational Technology, Postsecondary Education, Technological Advancement, *Telecommunications, Two Year Colleges, Video Equipment
If educators and public broadcasters are to realize their potential for providing high quality educational and cultural material to the public, they must be aware of current and upcoming technologies and work in concert to achieve their goals. Several alternative delivery systems are currently available to help educators and broadcasters expand their clientele and lay the basis for alliances among broadcast facilities, government agencies, and educational institutions. These include: (1) Instructional Television Fixed Services, a special type of narrowcast television which can transmit up to four channels to predetermined reception points; (2) cable television, which has potential for in-school instruction, professional accreditation courses, and two-way capabilities; (3) slow-scan or compressed video, which involves the one-way transmission of still pictures with two-way audio; (4) Subsidiary Communications Authority subcarriers, which require specially tuned receivers; and (5) home video and audio systems, which are used by many schools as primary educational vehicles. While offering new opportunities, these alternative systems require educational institutions to address questions related to target audiences, course content, costs, materials availability, programming, and selection of courseware and materials. Most importantly, the question of operational support must be addressed before considering the use of these systems. (HB)

ED 216 506 EC 142 461
Miller, Maurice
Correspondence Courses for Gifted Students.
Pub Date—[Mar 81]
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Correspondence Study, *Gifted, High Schools, Nontraditional Education, Surveys
Twenty-three schools and agencies offering high school credit correspondence courses were surveyed to investigate options for gifted students, particularly students in rural areas or in schools with limited curricula. Among the findings were that high school credit is available from universities, from the Massachusetts and North Dakota state departments of education, and from the Home Study Institute (Washington, DC); course titles are rather traditional and suggest standard curricular coverage; and the only criteria for being "gifted" is a letter of permission from a principal or counselor. Areas to consider prior to deciding on correspondence courses as a beneficial option are listed, including whether the home school will accept the credit for the course, who will bear the costs, will the course count toward college requirements, and does the student have a place and time for study. A table presents a statistical analysis of survey responses. (SB)

ED 216 658 HE 015 142
Sweet, Robert
Distance Education: The Personal Response.
Pub Date—Mar 82
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Adult Students, *Assignments, Dropouts, Extension Education, External Degree Programs, Foreign Countries, *Helping Relationship, Higher Education, Institutional Research, Nontraditional Education, Open Universities, Program Evaluation, Student Attitudes, Student Needs, Student Teacher Relationship, *Telephone Communications Systems, *Tutors
Identifiers—*Distance Education, *Open Learning Institute BC
Personal contacts students have with their tutors through the telephone tutoring system established at the Open Learning Institute, British Columbia, Canada, were investigated with completing and noncompleting students. Attention was directed to the frequency of contact with tutors and supportive behaviors tutors extend. For the 118 students, the average age was 33 years, and 24 percent were males. Completing and noncompleting groups were defined on the basis of completion of all assignments. No significant differences were found in the frequency with which tutors telephoned students in the two groups. Noncompleters rated tutors more highly than did completers on the item: "I feel my tutor wants me to phone if I have any questions." The frequency with which the two groups of students initiated contact with their tutors was 45 percent for the completer group and 32 percent for the noncompleting group, an insignificant difference. It is suggested that tutors were attuned to the greater need of students in the noncompleter group for guidance. In addition, the similar pattern of student-initiated calls for both groups and the positive ratings given tutors by completers and noncompleters provides a measure of assurance that tutors have been successful in creating a climate of supportiveness for all the students. It is concluded that in distance learning, a teletutoring system allows frequent discussion between tutors and students concerning their academic progress, and personal relationships that promote effective feedback can be fostered. (SW)

ED 217 214 CE 032 805
Carter, John F.
Instructional Design for Distance Training.
Pub Date—Mar 82
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
Pub Type— Opinion Papers (120) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Correspondence Study, Curriculum Development, Definitions, *Educational History, Home Study, Independent Study, *Instructional Materials, Instructional Systems, *Material Development, Media Selection, Nontraditional Education, Postsecondary Education, *Program Development, Program Implementation, *Teaching Methods
Distance education, especially in the form of correspondence study, is not a new phenomenon, but the success of the British Open University has given it a new image. Distance education programs have been developed to respond to a variety of societal and educational situations for which traditional classroom-based approaches are less feasible. They may also be preferred over classroom programs by students for whom flexibility, freedom, autonomy, and price are important. Designers of distance instruction must accommodate a number of variables which are not normally encountered by designers of materials for teacher-centered programs. Probably the most salient of these problems is the distance aspect of the instructional process, but the need for personalization, an effective teaching/learning approach tailored to the distance situation, and the special dynamics of the distance course development process are all aspects to be considered. Distance education represents fertile ground for both theory-oriented and practice-oriented research on instructional processes. Recent developments in learning and instructional theory hold great promise for the advancement of instructional design science. An orderly means is needed for dissemination of this knowledge into the practice of distance education. (KC)

ED 217 890 IR 010 510
Educational Telecommunications for Alaska. Volume I: Executive Summary.
Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.; YAF Associates, Rockville, MD.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 82
Grant—NIE-G-77-0040
Note—47p.; For related documents, see ED 162 811, ED 184 518, and IR 010 511-513.
Available from—Photographs will not reproduce.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Problems, Communications Satellites, *Databases, Elementary Secondary Education, *Individualized Instruction, *Information Networks, Microcomputers, Objectives, Program Evaluation, Rural Schools, State Departments of Education, *State Programs, *Telecommunications
Identifiers—*Alaska, *Educational Telecommunications for Alaska Project
The first of four volumes, this executive summary briefly discusses the educational situation in Alaska in terms of geography, climate, and ethnic groups; reviews the state's involvement in the National Institute of Education's Education Satellite Communication Demonstration; describes project management and introduction of the innovations; and reports on the three systems developed by the Educational Telecommunications for Alaska Project, which was undertaken in 1977 to provide support for schools throughout the state. The Administrative Communications Network, which provides administrative and instructional support among the state's 52 school districts, Regional Resource Centers, and the State Department of Education, is reviewed in terms of objectives, electronic mail box (EMS) operation, a user evaluation, and its current status. The objectives of the Alaska Knowledge Base System are outlined, and information is provided on its implementation, database content, and access to the database, as well as its current status. A description of the Individualized Study by Telecommunications (IST) system includes the objectives, the IST model, pre-operational evaluation of course effectiveness and student and teacher attitudes, and cost effectiveness. A brief glimpse of the future closes the report. (JL)

BEST COPY AVAILABLE

ED 217 891 IR 010 511

Educational Telecommunications for Alaska. Volume II: Administrative Communications Network.

Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.; YAF Associates, Rockville, MD.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 82

Grant—NIE-G-77-0040

Note—153p.; Photographs will not reproduce. For related documents, see ED 158 783, ED 162 610, ED 184 518, and IR 010 510-513.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrative Organization, Communications Satellites, Computer Programs, Cost Effectiveness, *Educational Administration, *Educational Needs, Elementary Secondary Education, *Information Systems, Microcomputers, Program Evaluation, Questionnaires, State Surveys, Systems Development, *Telecommunications, Training

Identifiers—Administrative Communications Network, *Alaska, *Educational Telecommunications for Alaska Project, Electronic Mail

The second of four volumes, this report documents the implementation, evaluation, and institutionalization of the Alaska Administrative Communications Network, an electronic mail system (EMS) developed by the Educational Telecommunications for Alaska Project in response to the need for faster, more efficient communication in support of the administration of schools throughout the state. Following a review of the context of educational needs in Alaska, the purpose and results of the Alaska State Department of Education's Planning and Evaluation Survey and Telecommunications Alternatives Survey are discussed. The development of the Administrative Communications Network is then recounted, including its objectives, the expected results of the project, the evaluation and organization of the network, the design for evaluating the system, initial tests of the EMS, EMS components, development of an operational framework for EMS, training EMS users, pilot testing of EMS, and steps toward its institutionalization. Technical features of the system, usage levels, cost effectiveness, and user satisfaction are also considered. Among the appendices are a list of key events in the development of EMS, a description of EMS software, a statement of EMS conditions for use, and a copy of the EMS use survey. (JL)

ED 217 892 IR 010 512

Educational Telecommunications for Alaska. Volume III: Alaska Knowledge Base System.

Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.; YAF Associates, Rockville, MD.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 82

Grant—NIE-G-77-0040

Note—93p.; Photographs will not reproduce. For related documents, see ED 184 518 and IR 010 510-513.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Programs, *Computers, Cost Effectiveness, *Databases, Electronic Equipment, Elementary Secondary Education, *Information Networks, Information Retrieval, Needs Assessment, Objectives, Pilot Projects, Program Evaluation, *Program Implementation, State Surveys, *Telecommunications

Identifiers—*Alaska, Alaska Knowledge Base System, *Educational Telecommunications for Alaska Project

The third of four volumes, this report documents the implementation, evolution, and institutionalization of the Alaska Knowledge Base System, a computerized database containing information about a variety of educational resources developed by the Educational Telecommunications for Alaska (ETA) Project in response to the need for quick access to educational resource materials in Alaska. Following an overview of Alaskan educational needs, the purpose and results of the Alaska Department of Education Planning and Evaluation Survey and the Telecommunications Alternatives Survey are discussed. The development and evaluation of the computer-supported Alaska Knowledge Base System is then recounted, with discussions of Alaska Knowledge Base content, the technological component of the Knowledge Base, the Knowledge Base Cost Study (including a breakdown of computer system alternatives), program planning and implementation, user specifications in software development, the pre-operational Knowledge Base network configuration, the operational support network, pilot test evaluation, and the operation of the Knowledge Base retrieval system. The status of Knowledge Base data files is also discussed. Appended to the text are a list of planning objectives and examples of Knowledge Base data file printouts. A list of abbreviations and a bibliography on the Knowledge Base are also included. (JL)

ED 217 893 IR 010 513

Educational Telecommunications for Alaska. Volume IV: Individualized Study by Telecommunications.

Alaska State Dept. of Education, Juneau. Office of Educational Technology and Telecommunications.; YAF Associates, Rockville, MD.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 82

Grant—NIE-G-77-0040

Note—197p.; Photographs will not reproduce. For related documents, see ED 162 611, ED 184 518, ED 207 529, and IR 010 510-512.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrative Organization, Computer Assisted Instruction, Costs, Educational Needs, *Individualized Instruction, *Instructional Development, *Instructional Systems, Mathematics Instruction, *Microcomputers, Objectives, Pilot Projects, Remedial Reading, *Rural Schools, Secondary Education, State Surveys, *Telecommunications

Identifiers—*Alaska, *Educational Telecommunications for Alaska Project, Individualized Study by Telecommunications

The fourth of four volumes, this report documents the implementation, evolution, and institutionalization of the Individualized Study by Telecommunications (IST) Program, a microcomputer-based system developed by the Educational Telecommunications for Alaska (ETA) Project to provide instruction and a set of core courses for rural high school students in Alaska. Following an overview of the context of educational needs in Alaska and a discussion of educational needs assessment in Alaska prior to ETA is a detailed account of IST development, with particular attention to project design principles, the formalization of the IST Instructional Needs and Implementation Plan (including user needs assessment and instructional alternatives analysis), the IST developmental configuration, the IST courseware development process, field testing of courseware (both exploratory and pilot testing), special courses developed for teaching general mathematics and developmental reading, operational testing, and the institutionalization of IST. Appended to the text are a set of review sheets for use in developing IST courses, cost models for field testing the system, information on the LEARN/Alaska network, and a list of new courses sponsored by the ETA project. A list of abbreviations and a bibliography are also attached. (JL)

BEST COPY AVAILABLE

ED 219 570 CE 033 275

Creation of a Telecommunications Network for Vocational Education in Utah. End of Project Report.

World-Wide Education and Research Inst., Salt Lake City, Utah.

Spons Agency—Utah State Office of Education, Salt Lake City. Div. of Vocational Education.

Pub Date—30 Jun 82

Contract—82-0102

Note—19p.; Best copy available.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Administration, Information Processing, Inservice Education, Instructional Systems, Management Systems, Material Development, *Microcomputers, *Networks, *Program Development, Secondary Education, Staff Development, *Telecommunications, Teleconferencing, Telephone Communications Systems, *Vocational Education

Identifiers—*Utah

Equipment and programs related to a system of telecommunications for vocational education in Utah were developed and pilot tested. These developments were in response to a need for applying the use of microcomputers in instruction, administration, and training programs. Specific objectives of the project were clerical and staff use of microcomputers, personnel send and receive data files, district personnel send and receive messages from state office, state office personnel access large databases and national computer networks, district personnel remotely access University of Utah computer, and participation in audio conferencing and statewide telecommunication. Project products made available were an autotutorial diskette for microcomputer use, telecommunications network, and integration of the vocational network with larger networks and databases. It was recommended that the Utah State Office of Education, Vocational Education Division, exert vigorous leadership; use microcomputers in collection, processing, and distribution of data; provide training programs; introduce clerical staff to microcomputers; establish an electronic mail network; utilize and build the Utah ERIC to better suit vocational education; and link the Utah Network to national vocational education resources. (Project materials are appended.) (YLB)

ED 220 666 CE 033 598

Gough, J. E.

The Use of Study Centres in Four Distance Education Systems.

Spons Agency—Australian Tertiary Education Commission, Canberra.

Pub Date—31 Oct 80

Note—56p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Correspondence Study, Cost Effectiveness, Educational Needs, Foreign Countries, Independent Study, Models, *Nontraditional Education, *Outreach Programs, Postsecondary Education, *Program Effectiveness, *Study Centers, Study Facilities

Identifiers—*Australia, *Distance Education

A study was conducted to describe the use of study centers and study center networks as a support system in distance education in Australia. Information was obtained by interviewing students, tutors, and coordinators of study centers within four distance-education systems. The University of Queensland, the Riverina College of Advanced Education, the Victorian TAFE Off Campus Network, and Deakin University were the four participating institutions. Differences among supervision of study centers were considerable although there were marked similarities in patterns of student usage of the centers. Also noted was ambivalence toward the place and meaning of the centers in the minds of the staff and administrators. A number of deficiencies in study centers were identified. From these descriptions, a model of study centers was developed with discussion on a variety of ways to put such a model into effect. Further research is being done by the institutions to determine the feasibility of providing more comprehensive services to students through networking of the study centers. (Author/KC)

ED 220 726 CE 033 971

Singer, Norman M., Ed. And Others

Communications Technologies: Their Effect on Adult, Career, and Vocational Education. Information Series No. 244.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Contract—400-81-0025

Note—50p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (IN244, $4.25).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Collected Works - General (020)

ED 220 922 EA 014 839

Norwood, Frank W.

Public Telecommunications Policies and Education's Options.

Pub Date—81

Note—10p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from—Not available separately; see EA 014 833.

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Administrator Role, Communications Satellites, Educational Television, *Government Role, *Policy Formation, *Public Policy, Public Television, Teacher Role, Technological Advancement, *Telecommunications

Identifiers—*Educator Role, Federal Communications Commission, *Joint Council on Educational Telecommunications, Telecommunications Policy

The use of satellite telecommunications for educational and other public service purposes has been restricted by educators' lack of awareness of the potential that exists. While industry actively promotes its own interests, educators rarely even realize that international policies being made today will affect critically the options available for the use of technology tomorrow. One tool educators are using is the Joint Council on Educational Telecommunications (JCET), founded in 1950 to prevent television channels from becoming as inaccessible to educators as radio stations had become. Interacting in later years with such agencies as the Federal Communications Commission and the National Aeronautics and Space Administration, the JCET has had an impact on the use of satellites for public service broadcasting, but unless an advantageous telecommunications policy becomes a priority among educators generally, promising programs and agencies in the area will continue to be first to fall under the budget-cutter's axe. The author, a member of the JCET, concludes that educators can participate in forming communications policy or can leave the decisions to others, but must accept the consequences. (Author/PGD)

ED 220 934 EA 014 855

Hahn, Philip C.

The Consortium Approach: Preserving College Decision-Making.

Pub Date—81

Note—8p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from—Not available separately; see EA 014 833.

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Consortia, *Educational Cooperation, *Educational Technology, Higher Education, National Programs, Regional Cooperation, Regional Planning

The use of sophisticated instructional methodologies involving applications of educational technology has been largely accepted by institutions of higher education. How these methodologies can be used in an organized and systematized way remains unresolved. Reductions in the power and prestige of individual institutions under state-mandated master plans, the failure of the master plans to accommodate media-based instruction, opposition to introduction of technological developments on some campuses, and the lack of interest displayed by national media organizations have all hampered development of systematic approaches. A possible answer to this situation is the creation of regional consortia. Such consortia should be large enough to have an impact and yet small enough to allow each member institution a significant voice in the consortium's decision-making processes. The formation of a national association of these regional consortia could allow national planning based on local realities that might not be given enough weight under a federally-sponsored centralized program. For illustrative purposes, this document includes brief descriptions of four regional consortia that coordinate the use of educational technology at several institutions of higher education. (Author/PGD)

ED 220 936 EA 014 858

Koffarnus, Carol A.

The Central Educational Network's Postsecondary Service.

Pub Date—81

Note—7p.; In: Technology and Education: Policy, Implementation, Evaluation. Proceedings of the National Conference on Technology and Education (January 26-28, 1981). For related documents, see EA 014 833.

Available from—Not available separately; see EA 014 833.

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Adult Learning, Adult Students, *Consortia, *Educational Television, Futures (of Society), Lifelong Learning, Postsecondary Education, Program Administration, Regional Cooperation, Technological Advancement, *Telecommunications

Identifiers—Central Educational Network, *Postsecondary Education Council

Rapid technological advances will double America's information system every 8 years. As a result, adults in and out of the work force will need continual updating of the information and skills they use in all aspects of life. Of the current 58.4 million adults engaged in some form of organized education, only 12.4 million are attending colleges or universities. The Central Educational Network formed its Postsecondary Education Council in 1979 to create a postsecondary telecommunications service. The council currently consists of a representative from each of 10 statewide councils that have their own bylaws and structures and are composed of members from public broadcasting agencies and postsecondary academic and vocational institutions. The 10 states participating in the council at present are Illinois, Indiana, Kansas, Michigan, Mississippi, Missouri, Nebraska, Ohio, West Virginia, and Wisconsin. This document describes the council's goals and services, its assessment of fees and distribution of costs, and its plans for future growth. (Author/PGD)

BEST COPY AVAILABLE

ED 221 155 IR 010 151
Waller, Robert
Numbering Systems in Text [and] Dimensions of Quality in Educational Texts. Notes on Transforming: 4 (May 1977), and 5 (January 1979).
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
Pub Date—78
Note—27p.; For related documents, see IR 010 011-013.
Pub Type— Collected Works - General (020) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Design Requirements, Foreign Countries, *Instructional Design, Layout (Publications), Models, *Textbook Preparation, Textbook Publication
Identifiers—*Distance Education, *Open University (Great Britain), Text Structure
These two papers discuss ways of improving the quality of educational texts used by the Open University in distance learning courses. The first discusses how text numbering systems should be used and when it is appropriate to use them; five recommendations are given. The last paper discusses how instructional design teams can best approach decisions about the presentation of course units. It is concluded that the quality of text presentation is a function of many interconnected factors. (LLS)

ED 221 158 IR 010 181
O'Bryan, Kenneth G.
Writing for Instructional Television.
Corporation for Public Broadcasting, Washington, D.C.
Report No.—ISBN-0-89776-052-2
Pub Date—81
Note—157p.
Available from—Corporation for Public Broadcasting, 1111 16th St., N.W., Washington, DC 20036 ($5.00, prepaid).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Television, Group Dynamics, *Instructional Design, *Production Techniques, *Programing (Broadcast), Public Television, *Scripts, Television Studios
Writing considerations specific to instructional television (ITV) situations are discussed in this handbook written for the beginner, but designed to be of use to anyone creating an ITV script. Advice included in the handbook is based on information obtained from ITV writers, literature reviews, and the author's personal experience. The ITV writer's relationship to other members of a project team is discussed, as well as the role of each team member, including the project leader, instructional designer, academic consultant, researcher, producer/director, utilization person, and writer. Specific suggestions are then made for writing and working with the project team and additional production crew members. A chapter is devoted to such specific ITV writing conventions as script format, production grammar, camera terminology, and transitions between shots. Understanding production technology is the focus of a chapter which discusses lighting, sound, set design, and special effects. An in-depth look at choice of form-narrative, dramatic, documentary, magazine, or drama-is provided, followed by advice and guidelines for dealing with such factors as the target audience, budget and casting, treatment, visualization, and revisions. Ten additional readings are suggested. (LMM)

ED 222 150 HE 015 593
Dodd, John
The Credibility of Distance Education. DERG Papers, Number 1.
Open Univ., Walton, Bletchley (England). Distance Education Research Group.
Pub Date—Apr 81
Note—17p.
Available from—Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (1.00 pound Brit., including postage).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Standards, *Adult Students, College Students, Experiential Learning, *Extension Education, General Education, *Higher Education, *Nontraditional Education, Nontraditional Students, Student Experience, *Teaching Methods
Identifiers—*Distance Education
Arguments commonly made against distance education systems and the merits of these contentions are considered. It is suggested that when plans to establish a distance teaching university are announced, a common reaction is the view that it will never work. The conduct of distance teaching, which is visible in printed materials and audible in broadcasting, is open for all to examine and to judge. It is noted that opportunities for students to undertake practical work can be provided by distance teaching systems. Distance teaching universities have recognized the limitations of the distance system by concentrating their efforts primarily on generalist rather than specialist degree programs. Although the notion that learning at a distance is easier than learning by conventional methods is popular, the courses studied at a distance are not easier, they differ essentially in the means by which they are taught. The course standards for distance education are comparable with those in the conventional system. Advisory bodies monitor academic standards and teaching staff and evaluators for distance education. The structured learning materials of distance education systems facilitate the assimilation of content. It is suggested that at the time of graduation, distance learning students can achieve levels of attainment the same as or higher than their peers who have studied full-time on campus. What is unique about students in distance teaching universities is that they are typically adults already in full-time employment, and many distance students study for reasons unrelated to employment. Contrary to popular belief, distance education is not cheap. (SW)

ED 222 151 HE 015 594
Friedman, H. Zvi
The Admission System in Distance Teaching Institutions. DERG Papers, Number 2.
Open Univ., Walton, Bletchley (England). Distance Education Research Group.
Pub Date—Apr 81
Note—39p.
Available from—Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (1.50 pounds Brit., including postage).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Admissions Counseling, Case Studies, *College Admission, *College Applicants, College Freshmen, Decision Making, *Extension Education, Foreign Countries, Higher Education, Information Systems, Open Universities, *School Registration, *Student Records, *Systems Approach
Identifiers—*Distance Education
Admissions at distance education systems is considered for new students (rather than continuing students). Based on a systems analysis, it is noted that there are three major subsystems to carry out the objective of converting applicants into students: the receipt of applications, the allocation of applicants to first year or introductory courses and the offer of places to applicants, and integration of applicants into the institution. The following procedures are discussed: promoting awareness of the distance teaching institution; providing preapplication guidance; keeping records of applications; and analyzing applications. Components of the task of offering applicants admission are as follows: assessing applications, determining whether academic/nonacademic criteria are met, and whether a place is available for the course desired; informing applicants of the result of their application; and analyzing course allocations for the institution. The basic functions of registration are outlined as follows: recording acceptance or refusal; changing an application record into a master student record; distributing the student record to regional/local services and administrative purposes; and analyzing registrations. The admission system functions with the operational cycle of the institution and may encompass serial or parallel operations. An admissions model is outlined, and a flowchart is presented to illustrate the formal information network. The admissions systems of the following institutions are very briefly described: Universidad Nacional Abierta of Venezuela; Sri Lanka Institute of Distance Education; the Free University of Iran; National Extension College, United Kingdom; Everyman's University, Israel; the Allama Iqbal Open University of Pakistan; Universidad Estatal a Distancia of Costa Rica; and Open University, United Kingdom. (SW)

ED 222 152 HE 015 595
Rumble, Greville
Costa Rica's Universidad Estatal a Distancia: A Case Study. DERG Papers, Number 4.
Open Univ., Walton, Bletchley (England). Distance Education Research Group.
Pub Date—Nov 81
Note—51p.
Available from—Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (1.50 pounds Brit., including postage).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Access to Education, *Adult Students, Case Studies, College Curriculum, College Students, Curriculum Design, Economically Disadvantaged, *Extension Education, *Foreign Countries, Governance, Higher Education, Instructional Materials, Low Income Groups, Open Universities, Student Characteristics
Identifiers—*Costa Rica, Distance Education, *Universidad Estatal a Distancia (Costa Rica)
Costa Rica's Universidad Estatal a Distancia (UNED), the education system in the country, and information on Costa Rica are considered. UNED is helping to equalize geographical inequalities of access to higher education. Overall, UNED's academic programs have been aimed at those who want to obtain professional qualifications. In the first semester 1979, 75.4 percent of UNED's employed students came from the professional, administrative, and managerial classes. Data suggest that UNED is not providing increased educational opportunities for the economically deprived. Although the direct cost of studying at UNED is less than that of the other universities, the lack of grants available to UNED students effectively bars the poorer members of society from pursuing a degree course with the university. The university initially concentrated on the development of a series of professionally oriented degree and diploma programs and also developed extension studies programs and a free studies program. More recently, UNED has begun to develop a secondary school (bachillerato) program that will entail distance education. Information is also provided on: the course structure, media and methods, course design, student support services, student evaluation, quality of teaching materials, student attrition, UNED's organizational and governance structure, costs, and school and higher education systems in Costa Rica. The country's physical setting, population and economy, communications, and people are described. (SW)

BEST COPY AVAILABLE

ED 222 153 HE 015 596

Cepeda, Luis Espino

Radio ECCA: A Distance Learning System in the Canary Islands. DERG Papers, Number 3.

Open Univ., Walton, Bletchley (England). Distance Education Research Group.

Pub Date—Jan 82

Note—63p.

Available from—Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (2.00 pounds Brit., including postage).

Pub Type— Reports - Descriptive (141) — Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Students, Curriculum Development, Economically Disadvantaged, *Educational Radio, Enrollment Trends, *Extension Education, *Foreign Countries, Higher Education, Records (Forms), Student Characteristics, Student Evaluation, Tutoring

Identifiers—*Canary Islands, Distance Education, *Radio ECCA, Spain

The Cultural Radio Station of the Canary Islands (Radio ECCA), a distance learning system, is described. Various Spanish institutions have introduced the ECCA system of teaching into their respective provinces by collaborative agreements with Radio ECCA. The total enrollment of ECCA students in Spain (including the Canary Islands) reached 28,505 for the academic year 1979-80, and nine Latin American countries have also introduced the ECCA system. Although Radio ECCA focuses its attention on the needs of the socially deprived community, it does not exclude the higher strata from its student body. Data on student age, place of residence, and student occupations are presented. Educational activities are centered on: broadcasting courses leading to an academic qualification; formal teaching and academic courses for adults not leading to a qualification (i.e., aimed at improving the quality of life and job performance); and providing entertaining broadcasts when education programs are not being transmitted. ECCA is based on print materials, radio, and tutoring. Aspects of course production and distribution are discussed, along with: student recruitment; efforts to overcome feelings of impersonality and to increase student motivation; student evaluation; program organization and administration; program evaluation and monitoring; financial resources of the program; topography of the Canary Islands; and the population, economy, and communications. A number of lesson master sheets from courses, a student registration form, a student evaluation form, and a weekly tutor report form are appended. (SW)

ED 222 635 CE 032 [illegible]

Daniel, John S., Ed. And Others

Learning at a Distance: A World Perspective.

Athabasca Univ., Edmonton (Alberta). International Council for Correspondence Education.

Report No.—ISBN-0-919737-00-5

Pub Date—82

Note—343p., Proceedings of the World Conference of the International Council for Correspondence Education (12th, Vancouver, BC, June [illegible], 1982).

Pub Type— Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Ancillary School Services, *Audiovisual Communications, *Computer Assisted Instruction, Continuing Education, *Correspondence Study, *Developing Nations, Economic Development, Educational Development, Educational Media, Educational Research, Elementary Secondary Education, Learning Processes, Mass Media, Nontraditional Education, Policy Formation, Program Administration, Social Development, *Student Motivation, *Telecommunications

Identifiers—*Distance Education

This book, the basic document of the 1982 Vancouver world conference on "Learning at a Distance," describes the state of the art of distance education in the early 1980s. It includes papers on various aspects from over 120 authors representing [illegible] countries. The 118 papers are divided into seven sections. In each section the first paper is an introduction to the topic. The 10 articles in section 1 highlight important international trends. Section 2 (8 papers) focuses on the contribution of distance learning to national development. The 18 papers in section 3 discuss recent research and developments in distance learning. The 13 papers in section 4 deal with the difficult relationship between the mass-produced learning package and the diverse student needs. Methods of encouraging student achievement through improved quality of contact with the institution are examined. Section 5 (22 papers) looks at the processes of policy making and management. The 19 papers in section 6 describe approaches designed to provide instruction in topics varying from those to affective relationships. Section 7 (20 papers) focuses on contributions of communications media and computer technology. Appendixes include a glossary, bibliography, notes on contributors, and author and subject indexes. (YLB)

ED 223 125 HE 015 452

Armstrong, John D., Ed. Stern, Ron E., Ed.

Evaluation in Distance Teaching. Proceedings of a Workshop (Townsville, Australia, May 11-14, 1980).

Townsville Coll. of Advanced Education, Queensland (Australia).

Report No.—ISBN-0-9594543-0-6

Pub Date—Aug 80

Note—190p.; Workshop held in cooperation with the Australian and South Pacific External Studies Association.

Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Assignments, Audiovisual Aids, *College Instruction, Communication Problems, *Course Evaluation, Course Objectives, Curriculum Development, *Curriculum Evaluation, Educational Assessment, Educational Media, Educational Objectives, Educational Philosophy, Evaluation Criteria, Evaluation Methods, *Extension Education, Feedback, Foreign Countries, Higher Education, *Inservice Teacher Education, Interaction Process Analysis, Interdisciplinary Approach, Mining, Program Evaluation, *Student Evaluation, Teaching Methods

Identifiers—Darling Downs Inst of Advanced Educ (Australia), Deakin University (Australia), *Distance Education, Newcastle College of Advanced Educ (Australia), Townsville Coll of Advanced Education (Australia), University of Queensland (Australia)

Proceedings of a 1980 workshop in Queensland, Australia, on evaluation in distance teaching are presented. Two focal areas were the assessment of students and evaluation of programs and courses. In addition to keynote and workshop papers, a variety of evaluation forms are presented. Among the papers and authors are: "The Setting of Tertiary Education in Australia in the 1980's" (J. A. Allen); "Assessment of Students in Distance Teaching" (Brendan Connors); "Program Evaluation in Distance Teaching-Against the Technologisation of Reason" (Stephen O. Kemmis); "New Horizons in Distance Education" (Eric Gough); "Key Issues in Evaluation in Distance Teaching" (John D. Armstrong); "Practical Project Assessment Problems in Distance Teaching" (W. L. Cook); "Evaluation of Knowledge, Attitudes, and Skills in Distance Teaching: A Discussion Paper" (A. J. Doring, R. P. Moon); "The Assessment of Skills-Oriented Courses in In-Service Programs for Teachers" (Barry A. Fields, Caroline Cottman); "Evaluation and Change in the Deakin Course Team Context" (M. Kelly); "Criteria for Assessing Assignments" (D. A. F. Mitchell); "Evaluative Feedback on Student Assignments" (I. McD. Mitchell); "Using a Communicating Styles Survey to Evaluate the Interaction Patterns of External Students in Queensland" (Brian Noad, Ken Stafford); "The Preparation, Implementation, and Evaluation of Non-Print Media in a Mathematics Curriculum Studies Course" (I. J. Putt); and "Development, Teaching, and Assessment of a Multidisciplinary Course: A Case Study" (P. C. Sharma, W. H. Richmond). (SW)

ED 223 243 IR 010 506

Meuser, Ralph F. And Others

Closed-Circuit Educational Television (ITFS) in Northeastern California: Tac 33,000 Square Mile Campus.

Pub Date—Jul 82

Note—23p.; Paper presented at the General Assembly of the World Future Society (4th, Washington, DC, July 18-22, 1982). For related documents, see IR 010 526, IR 050 010, and IR 050 018.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Closed Circuit Television, Educational Innovation, *Educational Television, Electronic Equipment, Higher Education, *Information Networks, *Regional Programs, Shared Services, Teaching Methods, *Telecommunications, Telecourses

Identifiers—California State University Chico, *Distance Education, Instructional Television Fixed Service, *Interactive Systems

This paper describes the Instructional Television Fixed Service (ITFS) program, a closed-circuit educational television system in which classes originating on the California State University, Chico (CSUC) campus are simultaneously broadcast live to various ITFS sites within Northeastern California. Following an introduction, the first section summarizes the background, history, development, and growth of the ITFS system (also known as Instructional Television for Students) at Chico. Results of the spring 1982 enrollments in the ITFS system classes are then analyzed. The concluding section outlines plans and suggestions for future use and expansion of the system. A seven-item reference list is included. Supplementary attachments to the paper include maps showing California State University and Colleges locations, the area served by ITFS, and the population density of the area; a list of past ITFS courses; maps showing Learning Center locations and microwave signal transmitters; enrollment data; ITFS enrollments by course, instructor, and location; sample display giving instructions for connecting and using the system; the table of contents from the ITFS Student Handbook; a map showing statewide system connections; and a diagram showing equipment involved and the network connections at CSUC and learning sites. (LMM)

BEST COPY AVAILABLE

ED 223 249 IR 010 514

Broadbent, R. F., Ed.

Education of the Isolated: Geographic and Cultural Aspects. Selected Papers from the Annual Conference of the Australian College of Education (22nd, Alice Springs and Darwin, Australia, May 14-20, 1981).

Australian Coll. of Education, Carlton, Victoria.

Report No.—ISBN-0-909587-18-3

Pub Date—81

Note—123p.

Available from—Australian College of Education, 916 Swanston St., Carlton, Victoria 3053, Australia. ($6.50 per copy, plus postage).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Educational Demand, Equal Education, *Ethnic Groups, *Extension Education, Foreign Countries, *Geographic Location, Open Universities, Rural Extension, *Social Isolation, Technology Transfer

Identifiers—Australia, *Distance Education

The 11 papers in this collection focus on isolation in education, with emphasis on problems associated with geographical remoteness, and with socio-cultural barriers also giving rise to isolation. Five papers concentrate on distance education and possible measures which can be used in social and educational processes to deal with isolation; readers are cautioned not to be too optimistic about technological solutions. The establishment of a national center for researching problems and solutions to the provision of education in rural Australia is described. The concept and operation of the Open University and its success in developing distance communication methods are discussed. Other papers consider barriers to education posed by cultural differences, language, social background, and socio-political structures. Four of these papers deal with specific areas of Australian isolation related to Australian Aborigines, in particular, and include reviews of specific programs and research projects. (Author/LMM)

ED 223 250 IR 010 526

ITFS Student Handbook.

California State Univ., Chico.

Pub Date—82

Note—26p.; For related documents, see IR 010 506, IR 030 010, and IR 030 018.

Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Closed Circuit Television, College Students, Educational Television, Higher Education, *Information Networks, Library Services, *Program Descriptions, *Student Personnel Services, *Telecourses

Identifiers—California State University Chico, *Distance Education, Instructional Television Fixed Service, Interactive Systems

This small handbook is intended to answer questions of students enrolled in the Instructional Television for Students (ITFS) program, a closed-circuit interactive television system of California State University at Chico. This guide provides general information on the ITFS system (officially designated Instructional Television Fixed Service), whereby classes originating on the Chico campus are simultaneously broadcast live to various ITFS sites within Northeastern California, and students watch the live television and interact with the Chico classes via telephone or radio. Academic programs available are summarized and procedures for obtaining additional information are provided. The ITFS classroom experience is described and suggestions are made about what students should expect. The attributes of successful ITFS students are outlined. Additional sections suggest study techniques, library services available, and use of those services. Information is provided on the following student services: admissions and records, advising and orientation, associated students, counseling and career planning, disabled student services, instructionally related activities, placement office, student development programs, student financial aid, student health center, and veterans affairs. A list of major offices and phone [illegible] handbook. (LMM)

ED 224 430 HE 015 759

Gough, J. E.

Listening and Learning: Audio Cassettes at Deakin University.

Pub Date—Aug 80

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiotape Cassettes, *College Students, Educational Media, Educational Technology, *Extension Education, Foreign Countries, Higher Education, Institutional Research, Instructional Materials, *Listening Habits, *Nontraditional Education, Participant Satisfaction, *Student Attitudes, Study Habits, Use Studies

Identifiers—*Deakin University (Australia), Distance Education

Student attitudes about using audio cassettes in the course "Images of Man" at Deakin University, Australia, were evaluated in 1979. A total of 192 off-campus and 39 on-campus students responded to a mail questionnaire. Responses indicate the following: students stopped cassettes to take a break and to replay sections; 70 percent listened to cassettes while doing a routine chore, and about 75 percent usually listened when they were free of interruptions; students did not always use the programs at the appropriate time and delayed their listening; some students desired program transcripts; women were much more likely to listen to cassettes when free of interruptions and when doing chores, and to feel that the voice on cassettes helped to overcome the isolation felt by being off-campus students; distance from campus did not seem to interact with the cassettes' role in lessening feelings of isolation or in keeping students working on the course; off-campus students seemed to enjoy cassettes more than did on-campus students, were more concerned to build them into their study programs, and were more accepting of the shortcomings of programs in content but more critical of production and technical shortcomings; the main dissatisfaction of on-campus students was not being provided with their own copies of audio cassettes as were off-campus students. It is concluded that a high proportion of students used and highly valued audio cassettes supplied as part of their teaching materials, and that more guidance should be given to students to improve their skills in using tapes effectively. Some student comments are included. (SW)

ED 224 431 HE 015 760

Gough, J. E.

Distance Education Systems: How to Assess Them.

Pub Date—May 80

Note—4p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, College Programs, College Role, Delivery Systems, *Educational Assessment, Educational Policy, *Extension Education, Foreign Countries, Higher Education, Instructional Materials, *Nontraditional Education, Program Administration, *Program Evaluation, Resource Allocation, Student College Relationship

Identifiers—Australia, *Distance Education

Perspectives on accountability in distance education, which began in Australia in 1911 at Queensland University, are considered. It is suggested that to be effective, distance education needs a sound philosophical basis; appropriate organizational structure; adequate resource allocation, specialized educational techniques and student access; production of effective learning materials; an efficient course delivery system, including a student support system; staff development programs; and evaluative and monitoring procedures. Each component of a distance education system needs careful examination. The following questions must be considered: how does the institution perceive and articulate its role in terms of students admitted, what is taught and by whom, and teaching methods; how much does the institution invest in its distance education system, and what priority does it accord the system; how well articulated is the distance education system with the rest of the institution; what provisions are made for the design and development of new courses; are materials produced in a format that facilitates student usage and that is appropriate to the subject, level of the course, and the updating requirements; has an efficient system been devised for mailing materials, processing assignments, dealing with student inquiries, arranging tutorials, updating files; and what kind of formal evaluation program does the institution have? (SW)

BEST COPY AVAILABLE

ED 224 432 HE 015

Gough, J. E.

Distance Education, Mature Age, Open Entry a Counselling.

Pub Date—79

Note—9p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Adult ; dents, *Ancillary School Services, College Programs, Family Influence, Foreign Count Higher Education, High Risk Students, Indivi Counseling, Open Enrollment, Role Conf *Student College Relationship, Student Need

Identifiers—*Deakin University (Australia), Tance Education

Counseling support for adult students enterin distance teaching program at Deakin Univers Australia, and evaluation of this service are scribed. Admission is granted to adult stud without formal educational qualifications, an counseling program provides information on the mands of university study and possible role conf that may arise among the responsibilities of h and family, employment, and university study. counseling program has three components: (1) c pletion of admission and enrollment procedures new off-campus students prior to beginning studies and provision of teaching materials 5 weeks before the usual distribution; (2) an infor tion packet on available resources, advice on st techniques, and an exercise in assessing reasons entering the university, and (3) Saturday workshops to explore in more detail some of the issues ra in the counseling package and any other issue concern. In 1978 there were 238 special entry students, with equal proportions of men women. The men tended to be younger and felt factors outside their control had caused them discontinue their education; women regarded th responsibility for husbands and children as the major impediment. The 210 adult respondents fo the section of the counseling package on study techniques the most helpful. It is suggested that identifying high-risk students and providing additio support is important to prevent student withdraw (SW)

ED 224 433 HE 015

Gough, J. E.

Deakin University: A New Beginning.

Pub Date—79

Note—7p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Adult Stude Articulation (Education), College Faculty, *C lege Programs, College Role, College Stude *Extension Education, External Degree P grams, Foreign Countries, *Higher Educat *Mergers, Open Enrollment

Identifiers—*Deakin University (Australia), I tance Education, *New Colleges

Information on Australia's Deakin University, corporated in 1975 to absorb the Gordon Institute of Technology and the State College of Victo Geelong, is presented. Attention is directed to e cational heritage, transition for students, schools and courses, enrollments, location, temporary si buildings, student facilities and organizations, t dent housing, student services, off-campus (ex nal) studies, and staff appointments. Deakin initi was to include six schools (education, pure and plied sciences, engineering and architecture, so sciences, humanities, and business) and was to mit students who satisfied normal entry requirements, as well as capable and motivated st students who did not meet the regular admiss criteria. Although most students enrolled at other two institutions were full-time, provis would be made for part-time students in so courses. One of Deakin's chief responsibilities t distinguished it from other Victorian universi was the provision of college courses for stude who were unable to attend classes on campus. these students, there would be first-level courses the humanities/social science area. It was plann to offer advanced courses so that students co complete a Bachelor of Arts degree off campus, to make available a conversation course for teac

ED 224 458 IR 010 439

Grayson, Lawrence P.

New Technologies in Education.

Pub Date—26 May 81

Note—38p.; An edited version of this article will appear in the 5th edition of the Encyclopedia of Educational Research, published by the American Educational Research Association (1982).

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audio Equipment, *Audiovisual Instruction, Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, *Educational Media, *Equipment Utilization, *Input Output Devices, Literature Reviews, Technology Transfer, *Telecommunications, Video Equipment

Many technologies besides microcomputers and videodiscs have been and are being used effectively in education, and this article provides an overview of the current utilization of a variety of educational technologies. Existing technologies are categorized according to their accessibility, whether used locally or over a distance, and their capability, whether primarily audio and audiographic, computer, or video. The technologies and their typical applications are explored, using an approach which follows the developments in hardware and their uses in education. Audio and audiographic technologies discussed include radio and audiotapes, telephone, three categories of telewriters, slow-scan television, facsimile, and educational telephone networks. Computer-related topics include expenditures for computing, trends in computer hardware, availability of computers, computer-based instruction, course materials, small and large-scale evaluations of computer-based instruction, computer-assisted testing, and computer conferencing. Video technologies described include broadcast television, Instructional Television Fixed Service systems, satellites and cable systems, video recording media, and evaluation study results. An extensive 68-item reference list is included. (LMM)

ED 224 459 IR 010 440

Froke, Marlowe, Ed. And Others

Telecommunications and Higher Education. Occasional Paper No. 3.

Pittsburgh Univ., Pa. Inst. for Higher Education.

Pub Date—81

Note—101p.

Available from—Institute for Higher Education, University of Pittsburgh, Forbes Quadrangle, Pittsburgh, PA 15260 ($5.00).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adoption (Ideas), Change Strategies, *Decision Making, Educational Innovation, *Educational Trends, *Higher Education, Institutional Cooperation, Lifelong Learning, *Technology Transfer, *Telecommunications

The first of the three papers which set the theme for this monograph on telecommunications is an examination of the implications of telecommunications developments for the learning society by Michael B. Spring. Marlowe Froke then looks at telecommunications development in institutions of higher education and discusses institutional change that might allow effective use of the new technology. Finally, Walter Radzyminski addresses the opportunities and obstacles higher education will need to consider in deciding whether or not to use cable telecommunications technology in planning for institutional futures. Several respondents provide formulated statements reacting to one or more of the initial three papers. These responses include perspectives from the cable industry, from a small university's telecommunications efforts, and from the development of a 10-institution consortium agreement. Other topics covered are the commitments necessary to participate in the telecommunications revolution, issues and trends considered in the principal papers, life-long learning issues, and institutional considerations. John C. Weidman provides a summary of the monograph and makes some concluding observations. (Author/LMM)

ED 224 460 IR 010 490

Kerman, Joseph M. Goldberg, Jack

Distance Education: One Way Television with Simultaneous Telephone Group Conferencing Using Satellite Maps as a Monitoring Device. A Report to the Innovative Projects Fund.

Spons Agency—Alberta Dept. of Advanced Education and Manpower, Edmonton.

Pub Date—30 May 80

Note—12p.; Funded by the Program Services Division.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Instruction, *Cable Television, Conventional Instruction, *Educational Television, Elementary School Teachers, Foreign Countries, *Inservice Teacher Education, Intermediate Grades, *Intermode Differences, Map Skills, Teacher Attitudes, Teaching Methods, Telecommunications, *Teleconferencing

Identifiers—Alberta (Edmonton), Canada, *Distance Teaching

This study compared teachers instructed in use of Landsat satellite maps through one-way television and simultaneous telephone group conferencing to another teacher group instructed directly. Thirty teachers of intermediate children in Edmonton and Sherwood Park, Alberta, received 5 hours of instruction about Landsat maps over a 2-week period; they began instructing their pupils in Landsat map use during the second week. The Edmonton teachers received direct instruction in one center while Sherwood Park teachers received TV-telephone instruction in three different centers. Both groups had the same instructors and materials. Pupils taught by these teachers were tested on their ability to interpret Landsat maps, and teachers rated their inservice training with a mail questionnaire. Results indicated that the TV-telephone mode was acceptable as an inservice delivery system, and was rated desirable by a majority. A substantial minority, however, viewed the experimental mode as undesirable, indicating a need for future analysis and some improvement on the present delivery mode. The TV-telephone mode was superior on physical comfort and convenience ratings, but no significant intergroup differences were found in capability to impart instruction. This report includes two references and suggests topics for further research. (LMM)

ED 224 465 IR 010 5[illegible]

Baath, John A.

Correspondence Education in the Light of a Number of Contemporary Teaching Models.

Report No.—ISBN-91-23-92144-7

Pub Date—79

Note—129p.; For related document, see IR [illegible] 509. This study is a revised and translated version of the project report "Two-way Communication in Correspondence Education" (Department of Education, University of Lund, Sweden).

Pub Type— Reports - Research (143) — Translations (170) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Correspondence Study, *Educational Theories, *Instructional Design, Instructional Development, Instructional Materials, *Learning Theories, Material Development, *Models

Identifiers—Behaviorism, *Distance Teaching, Structural Communication, Two Way Communication

To contribute to a deeper understanding of distance education and its potential development, the 19-chapter book systematically relates correspondence education to seven teaching models. Skinner's behavior control model, Rothkopf's model for written instruction, Ausubel's advance organizer model, Egan's structural communication model, Bruner's discovery learning model, Rogers' model for facilitation of learning, and Gagne's general teaching model. Following two introductory chapters covering background, aim, and teaching models, each of the seven models is discussed in depth. Each model is first described, with an explanation of its view of learning and teaching. Then, specific ways in which the model could be applied to correspondence education are examined. A summary chapter discusses the possibility of applying the models to correspondence education, suggests factors to be considered when choosing and applying models, and describes possible functions of postal two-way communication. An 8-page reference list is included. (Author/LMM)

ED 224 466 IR 010 509

Race, John A.

Postal Two-Way Communication in Correspondence Education. An Empirical Investigation.

Report No—ISBN-91-25-92305-9

Pub Date—80

Note—186p.; For related document, see IR 010 [illegible]

Pub Type— Books (010) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Correspondence Study, Foreign Countries, Instructional Design, Intermode Differences, Literature Reviews, Secondary Education, *Student Attitudes, Student Attrition, Tables (Data), Time Factors (Learning), *Time on Task, Vocational Education

Identifiers—*Distance Teaching, Great Britain, Norway, Sweden, Two Way Communication

A review of the research on correspondence education with emphasis on its two-way communicative aspects introduces this report on a series of studies designed to shed light upon problems related to the design and delivery of correspondence instruction. A total of 1,805 adult students enrolled in regular Swedish, Norwegian, and British correspondence courses of a secondary school or vocational training type were randomly assigned to experimental groups with (1) varying "submission speeds" (equivalent to varying length of study time), (2) varying numbers of assignment questions (selected questions being replaced by self-check exercises), and (3) traditional postal instruction versus computer-assisted postal instruction. Data were collected through questionnaires, final tests, and a special student register. Results in the third series of experiments showed that the computerized postal instruction was experienced as more positive by the students than the traditional one. Students receiving computer-assisted correspondence tutoring started submitting more assignments than students receiving traditional tutoring by mail. In one of the two experimental courses, they also completed their studies more fully and more rapidly. Examples of new two-way communication, computer-generated comment letters, and additional tables are appended, and a 13-page reference list is provided. (Author/LMM)

ED 224 469 IR 010 521

Ramkowski, Robert R. Chute, Alan G.

Guidelines for Effective Teleconference Presentations in Continuing Medical Education.

Pub Date—Mar 82

Note—9p.; Paper presented at the Issues in Higher Education Conference (Atlanta, GA, March 1982). For related documents, see ED 223 214 and IR 010 522-523.

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advance Organizers, *Information Networks, *Instructional Design, Medical Education, Participation, *Physicians, *Professional Continuing Education, Relevance (Education), Teaching Methods, *Teleconferencing, *Visual Aids

Identifiers—South Dakota

Designing teleconference programs for the physician learner puts unique demands on the teleconferencing medium. Typically, physicians expect a 1-hour lecture presentation with high information density. To effectively present the medical content material in an audio medium, strategies which structure and organize the content material are necessary. When high information density programs are teleconferenced, modifications in the format of a typical educational teleconference are necessary. A format which previews, presents, and reviews the content material has proved effective in such programs on the South Dakota Medical Information Exchange (SDMIX) teleconferencing network. This format structures the presentation, making the organization of the content apparent to the physician learner. Visual techniques are employed in this organizational pattern to reinforce the structure and facilitate retention of the presentation content. The use of a stimulating title slide, a slide of the presenter, program outline, internal visual outlines, frequent changes in the visual elements, summary or transition visuals, color coding of visual and print materials, and humorous visuals have been found effective as means of presenting educational teleconference programs for physicians. (Author/LMM)

ED 224 470 IR 010 522

Anderson, Courtney W. And Others

Inter-Institutional Cooperation for Effective Teleconferencing.

Pub Date—Mar 82

Note—9p.; Paper presented at the Issues in Higher Education Conference (Atlanta, GA, March 1982). For related documents, see ED 223 214 and IR 010 521-523.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delivery Systems, *Health Education, Information Networks, *Institutional Cooperation, *Marketing, Professional Continuing Education, *Program Development, Program Implementation, *Shared Services, Telecommunications, *Teleconferencing

Identifiers—Distance Teaching, South Dakota, User Needs

The South Dakota Medical Information Exchange (SDMIX) is a statewide telephone teleconferencing network which was established to provide continuing health education programs to a variety of institutions and facilities in South Dakota. The project's success is predicated on the establishment and maintenance of inter-institutional coordination and cooperation. An institution needs to first gain internal cooperation, establish internal goals for the project, and decide upon control issues. Then, internal marketing can be developed and instituted within the parent institution. Once this has been accomplished, inter-institutional cooperation for the implementation of a teleconferencing network can begin. Such cooperation should be predicated upon establishing common goals, identifying those who can make decisions to implement the network, and effective marketing. By establishing the effective inter-institutional coordination and cooperation, the SDMIX project has been able to deliver continuing education programs relevant to the needs of the state's health care providers. (Author/LMM)

ED 224 471 IR 010 523

Chute, Alan G. Hancock, Burton W.

Training and Evaluation Strategies for Teleconferencing.

Pub Date—4 May 82

Note—15p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Dallas, TX, May 4, 1982). For related documents, see ED 223 214 and IR 010 521-522.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), Change Strategies, *Educational Innovation, *Faculty Development, Medical Education, Professional Continuing Education, *Program Development, *Program Evaluation, *Teleconferencing, *Training Methods, Workshops

Identifiers—Change Models (Havelock), Concerns Based Adoption Model, South Dakota

The faculty training strategy designed by the South Dakota Medical Information Exchange (SDMIX) staff implements principles of innovation and concern theory to facilitate the adoption of teleconferencing as an instructional medium. The goal of the workshop described is to provide faculty with the skills and experiences necessary for developing effective teleconferences. The first phase of the workshop provides participants with information pertaining to the effective design of a teleconference presentation and leads to the development of a 15-minute teleconference program. The second phase, which occurs 3 weeks later, is dedicated to the presentation and critique of the previously-developed teleconference programs from the first phase of the workshop. Results of previous workshop evaluations indicate that providing the participants with these workshop experiences reduced the concerns of faculty regarding teleconferencing. The SDMIX strategy for evaluating the effectiveness of teleconferencing involves collection of data for use in decision-making concerning the continuance, modification, or elimination of teleconferencing activities in South Dakota. This paper includes 15 references. (Author/LMM)

ED 227 332 CE 035 395

Lesser, Constance

Learning Projects and Self-Planned Learning Efforts among Undereducated Adults in Rural Vermont. NIE Adult Learning Project, Final Report.

Vermont Univ., Burlington. Coll. of Education & Social Services.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 81

Grant—NIE-G-79-0146

Note—357p.; Parts of the appendices may not reproduce well due to light type.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, *Adult Learning, Adult Programs, Case Studies, Educational Practices, *Independent Study, *Learning Processes, Postsecondary Education, Program Development, Program Effectiveness, Questionnaires, Rural Areas, *State Programs, State Surveys

Identifiers—*Vermont

An 18-month study examined the way adults learn in rural settings, particularly those adults over the age of 25 who have not completed a high school education or its equivalency. The study was organized into three major phases. The first phase consisted of a survey interview of 93 adults living in a rural county in Vermont. The second phase involved in-depth case studies with a sub-sample of 14 subjects from the first phase. The third phase entailed a comprehensive analysis of the data and dissemination of the results. Data indicated that 98 percent of those surveyed reported at least one major learning effort. The majority of learning efforts were self-planned and involved the self and/or a mixture of resources in the learning process. Most learning projects were non-credit. Among the most frequent obstacles to learning were time constraints, basic skills, and access to good information. Finally, those interviewed were most comfortable learning at home or in their communities. Recommendations called for developing more ways to determine what adult learners actually want as well as for reassessing the rights of self-directed learners and curriculum and delivery system issues for long-distance learners. (MN)

ED 227 745 HE 015 [illegible]

Gough, J. E. Coleman, B.

Counselling The Distance Student: Fact or Fiction.

Occasional Paper, Number 2, Winter 1979.

Deakin Univ., Geelong (Australia). Centre for Educational Services.

Pub Date—79

Note—12p.

Journal Cit—Open Campus; n2 Win 1979.

Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Adult Students, College Students, Comparative Education, *Extension Education, Foreign Countries, Higher Education, Nontraditional Students, *School Orientation, Student Adjustment, Student Needs, *Student Personnel Services

Identifiers—*Australia, *Distance Education

The distance teaching counseling program for mature students at Deakin University, Australia, is discussed, along with the extent to which adequate counseling is provided for the distance student in Australia and other countries. Completion of admission and enrollment procedures for new off-campus students between June and December in the year prior to their starting the course helps prepare Deakin University distance students. The first teaching material is sent 5-6 weeks before the on-campus counterpart of the class begins, and a counseling package provides the following materials: information on potential problems, available resources, a self-assessment exercise to review reasons for college study at Deakin University, and advice on study techniques. Students can also request information on the nature and content of units being offered. In addition, a Saturday workshop helps students explore in more detail some of the issues raised in the counseling package as well as other student concerns. Needs assessment suggests the following conclusions: a single session or workshop is not sufficient to deal effectively with student needs; returning or continuing in college is more difficult for women; and high-risk students need to be identified and receive special programming. (SW)

BEST COPY AVAILABLE

ED 227 746 HE 015 984

King, Brenda And Others

Support Systems in Distance Education. Occasional Paper, Number 3, December 1980.

Deakin Univ., Geelong (Australia). Centre for Educational Services.

Pub Date—Dec 82

Note—18p.

Journal Cit—Open Campus; n3 Dec 1980

Pub Type— Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Ancillary School Services, Comparative Education, Educational Technology, *Extension Education, *Faculty Advisers, Foreign Countries, Higher Education, Mentors, Nontraditional Students, Open Universities, *Performance Contracts, *Resource Centers, Satellite Facilities, Student College Relationship

Identifiers—*Distance Education, Open University (Great Britain), Tutorial Mode

Several approaches being used to support students in distance education programs in the United Kingdom, the United States, and other countries are described. Britain's Open University support services are offered through tutor-counselors in about 260 local study centres throughout the United Kingdom. Students are assigned to specialist tutors who deal with the academic content of the course and mark their assignments. In addition, self-help or study groups are sources of support in distance education in the Open University system. In the United States, the mentor system and contract learning illustrate concern to develop appropriate support for students. Assigned to 25-30 students, the mentor initially helps each student develop an individual study program and is then involved in all aspects of the student's progress, with weekly or biweekly consultations. In University Without Walls institutions in the United States, a teacher-advisor helps students develop a learning contract that serves as a basis for evaluating each student's performance. Various types of educational technologies are also a source of support in distance education. (SW)

ED 227 747 HE 015 985

Gough, J. E.

Communication Satellites: The Australian Debate. Occasional Paper, Number 1, May 1980.

Deakin Univ., Geelong (Australia). Centre for Educational Services.

Pub Date—May 80

Note—15p.

Journal Cit—Open Campus; n1 May 1980

Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communications Satellites, Continuing Education, Delivery Systems, Educational Technology, *Extension Education, *Foreign Countries, Higher Education, *Public Policy

Identifiers—*Australia, *Distance Education

Developments concerning communication satellites and the Australian debate are outlined for the distance educator without a technological background. Social, economic, technical, and policy issues associated with the implementation of an Australian national communication satellite system were assessed in 1977 by a task force whose recommendations are included. An overview of the proposal and reactions of regional television stations, the public, and special groups are included from the text of a 1978 published report. Definitions of telecommunications terms and a summary of technical developments in other countries are also presented. Results of a survey revealed interest by the educational community in a network for continuing education. When economical service becomes available, a network may be developed that provides one-way television and two-way data to each classroom, therefore combining the features of prerecorded lectures, live interaction, and computer-managed instruction. Other applications of the system include communication links between educational institutions originating educational television and radio programs and between educational institutions and educational centres for distance education purposes. (SW)

ED 227 748 HE 015 986

Gough, J. E. Monday, P. R.

Student Workloads: An Entree to the Literature. Occasional Paper, Number 3, Spring 1979.

Deakin Univ., Geelong (Australia). Centre for Educational Services.

Pub Date—79

Note—26p.

Journal Cit—Open Campus; n3 Spr 1979

Pub Type— Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, *Courses, *Credits, *Foreign Countries, Higher Education, Institutional Research, Student Attitudes, Student Problems

Identifiers—*Australia, *Course Load, New Zealand

Recent Australian and New Zealand studies on college student workload are reviewed. Most of the studies have viewed workload questions in the broader context of arrangements for teaching, learning, and assessment. A Monash University, Australia, study assessed the total amount of work done by students, the distribution of study time between structured and unstructured work, and students' opinion about the amount and distribution of work. Additional Australian studies include a University of Queensland study that evaluated the relationship between student load in a subject and the credit point value of the subject. A Canterbury University, New Zealand, study calculated the mean hours of work completed by students and identified courses contributing to workload problems, while a Waikato University, New Zealand, survey established the range of assessment workloads operating for individual university students. Additionally, the student associations at the University of Otago and the University of Victoria, New Zealand, surveyed students concerning workload problems and the use of in-term assessment. Other studies are reviewed, and findings are listed that indicate wide variations in workload. Workload study questions and additional issues pertaining to workload are also identified. (SW)

ED 227 801 HE 016 061

Markowitz, Harold, Jr.

Independent Study in 1982: National University Continuing Education Association Independent Study Programs. Final Report.

Pub Date—Jan 83

Note—41p.

Available from—University of Florida, Division of Continuing Education, Department of Independent Study by Correspondence, 1938 West University Avenue, Gainesville, FL 32603.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, *College Programs, Continuing Education, *Correspondence Study, *Enrollment Trends, Fees, Higher Education, *Independent Study, Lifelong Learning, Noncredit Courses, Nontraditional Education, Program Costs, School Surveys, Secondary Education, Teacher Salaries, Unit Costs

Policy and the status of institutions offering independent study by correspondence were studied, based on a 1982 survey of 72 American universities. Information is provided on enrollments, staff size, fees, services, and compensation to faculty for grading and course development for college, high school, and noncredit programs. Findings include the following: in 1981-1982 there were 240,488 new enrollments for the 72 institutions, with a mean enrollment of 3,340; 48 percent of the institutions had fewer students compared to 1980-1981; enrollment losses occurred predominantly at small institutions (with 2,500 students or less); the average institution had a staff of 2.4 professional persons; services included sending students study materials and class changes; mean charges in 1981-1982 were $31.94 per semester hour or $24.48 per quarter hour; for 1982-83 fees increased about 9.5 percent; 53 percent of the institutions raised their course fees and none reduced fees; the average rate of pay per graded college lesson in 1981-1982 was $2.45 and in 1982-83, $2.60; and the average rate per developed course was about $570 in 1981-1982 compared to $607 in 1982-1983. Additional statistical tables and information for specific colleges are included. (SW)

ED 230 008 EC 152 575

Johnson, Marilyn Kay Amundsen, Cheryl

Learning the New Way: Giving and Taking Instruction by Telecommunications.

Pub Date—Apr 83

Note—19p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, Higher Education, Inservice Teacher Education, *Models, Needs Assessment, Rural Areas, *Special Education, Special Education Teachers, *Teacher Education Programs, *Telecommunications

Identifiers—*Alaska, *Distance Education

A graduate special education teacher training program delivered via telecommunication instruction helped meet training needs in rural Alaska. Teachers in four areas were identified and their needs ascertained. The project promoted a flexible class design yet incorporated 7 of 10 courses required for special education certification. The distance delivery model incorporated interaction with faculty, audioconferencing, and taped classes followed by collect phone calls to the coordinator. Student grading and test materials were identical to on campus student work. Seven teachers successfully completed requirements for certification, with additional coursework taken by 24 others. (CL)

ED 230 097 HE 016 158

Smith, W. A. S. Snowden, B. L.

A Review of Distance Education in Ontario Universities.

Council of Ontario Universities, Toronto.

Report No.—ISBN-0-88799-168-8

Pub Date—Apr 83

Note—151p.

Available from—The Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, M5S 2T4, Canada.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Access to Education, College Planning, *Cooperative Programs, Coordination, Educational Cooperation, *Educational Television, Enrollment Trends, *Extension Education, *External Degree Programs, *Foreign Countries, Higher Education

Identifiers—*Distance Education, *Ontario, TVOntario

Ontario Universities' current and planned involvement with distance delivery of university level educational opportunities was reviewed. Additional considerations were: the feasibility of a cooperative approach to distance education, the organizational approach to expanding cooperation among the universities and between the universities and TVOntario, and the desirability of developing additional opportunities for adult part-time students. Findings include the following: about 16,000 Ontarians are being served through university credit programs offered through distance education techniques. 25,000 to 30,000 additional Ontarians are likely to be attracted to distance education opportunities; Laurentian University, the University of Waterloo, and Wilfrid Laurier University now have significant programs of distance study; and TVOntario is providing significant services through distance technologies in cooperation with postsecondary education.

A coordinated approach to providing distance education is recommended, including a consortia of universities and working groups of university and agency representatives. Appended materials include an extensive bibliography and a TVOntario progress report entitled, "Toward an Interuniversity Service to Provide Media Supported Distance Education in Ontario" (Ignacy Waniewicz). (SW)

BEST COPY AVAILABLE

ED 230 359 RC 014 097

Wagoner, Gordon

Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.

Liberty School District, Spangle, Wash.

Pub Date—Mar 83

Note—27p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Correspondence Study, Cost Effectiveness, Course Content, Course Evaluation, Educational Facilities, Federal Aid, *Individualized Instruction, Nontraditional Education, Program Descriptions, Program Development, Program Effectiveness, Rural Education, Secondary Education, *Secondary School Curriculum, *Small Schools, Special Education, Student Attitudes, *Vocational Education

Identifiers—Washington (Spangle)

For the past 6 years Liberty High School (187 students, located in rural Washington state) has been expanding both its vocational and general education programs through correspondence study. Although federal grant monies allowed initiation of the program in 1977, the school district subsequently assumed financial responsibility. Student response showed a far greater diversity of interest than anything previously anticipated. Problems were encountered with the quality of the courses, the classroom setting in which the courses were to be studied, students' lack of interest in a course after a short time, and teacher assistance with correspondence course study. A special correspondence teacher/manager concept was inaugurated and found to be quite workable. A teacher/manager could handle some study hall students at the same time, but this did not work in reverse. Completion of the course on time has recently been made a condition for free courses (students are under contract to pay back the school district if they fail to finish on time). Because various classroom settings have not been satisfactory, a special correspondence/independent studies laboratory has been designed but has not yet been constructed. The latest experiment is with the work study program, whereby each student is given a job-related correspondence course. (BRK)

DIALOG File1: ERIC - 66-82/Aug (Item 11 of 82) User 8645 3sep82

EJ243472 CE510901

The Mentor Role in Individualized Education at Empire State College.

Coughlan, Reed

Distance Education, v1 n1 p1-12 Mar 1980

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

This paper discusses the role of mentors in individualized learning at Empire State College. This individualized learning program and the components of the role of mentor are defined and illustrated. (Available: School of External Studies, Royal Melbourne Institute of Technology, 167 Franklin Street, Melbourne, Victoria 3000, Australia.) (CT)

Descriptors: Educational Philosophy; *Faculty Evaluation; Higher Education; *Individualized Instruction; *Mentors; *Nontraditional Education; *Performance Contracts; Student Teacher Relationship

Identifiers: *Distance Education; Professional Role; *State University of New York Empire State College

BEST COPY AVAILABLE